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ABSTRACT

The Teacher Alert System was designed in Alberta, Canada, for classroom teachers and school personnel concerned about the needs of "at risk" students. The guide can assist in the identification, assessment, and intervention process for children who have special needs. The student's problems may be related to learning, emotions, or physical problems. Such students deviate in some way from what is expected from the school, their peers, and often themselves. Part 1, Family and Welfare Issues, looks at problems the student may be having at home or in the neighborhood, realizing that the cause of the student's problem may not be related to the school or academic program. Part 2, Classroom Environment Factors, examines whether the physical attributes of the school and the classroom, including the stressors in the teacher's life, are conducive to the student's learning. Part 3, Physical/Sensory Disorders, includes health problems, physical disorders, and sensory disorders. Students may be physically incapable at the moment of complying with the demands of the classroom. Part 4, Developmental and Learning Disorders, discusses some of the more subtle disabilities and learning problems. Part 5, Temperament and Behavior Disorders, looks at behaviors that interfere with attention and being goal oriented. These students may need altered expectations, task demands, pressure, or an environment where there is more appropriate stimulation. Issues of "at risk" students, intervention strategies, and use of school centered assessment materials are discussed. (LLL)

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# TEACHER ALERT System

A guide
for teacher managed
assessment of students
who are "at risk" of
school failure

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# Teacher Alert System

**A guide
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Additional copies of the ***Teacher Alert System*** may be obtained from the Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta T5L 4X9.

Copies of Dr. E. Wolf-Schein's checklists may be purchased from Psychometrics Canada Ltd., 1-800-661-5158.

# TEACHER ALERT SYSTEM

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## A. RATIONALE FOR TEACHER ALERT SYSTEM • A GUIDE FOR TEACHER MANAGED ASSESSMENT OF STUDENTS WHO ARE 'AT RISK' FOR SCHOOL FAILURE

This guide is designed for the classroom teacher and school personnel who are concerned about the needs of those students who deviate in some way from the "average student". The differences may be subtle or extreme, and may sometimes be inexplicable. The teacher wants to help but may not be sure how to assess the difficulty and address the specific issues. In the past, one approach has been to make a referral for an outside evaluation or seek help from a consultant, however, this may not be possible or practical. In many instances outside resources may not be available, or there may be a significant time lag between the request for service and the actual assessment. The report, when received, may simply confirm or identify the existence of a problem, and not provide recommendations for programming. As well, outside consultants often work best when they have a clear idea of the presenting problems and the expectations of the school personnel.

Professionals to whom referrals are made often say they are frustrated. They need more information and guidance and want a clear idea about the type of information the school would find most helpful.

The classroom teacher, school personnel who are close to the student and parents, have a significant amount of information that can help in the assessment process. Assessment may not alleviate the need for an outside specialist, but would provide specialists with important information to help them in their diagnosis.

Teachers can do a better job when they have the right tools. They will feel more involved in the process and more able to discuss the student's problems and limitations with greater expertise. They will work more effectively with concerned families, have better indications of where to go for help in the community, or set up an appropriate intervention with parental consent.

The ***Teacher Alert System*** can assist in the identification, assessment and intervention process for children who have special needs that make them 'at risk' for school failure. The student's problems may be related to learning, emotions, or physical problems. Such students deviate in some way from what is expected from the school, their peers and often themselves. Their behaviors may affect only themselves or the management of the entire class. They may be merely annoying or may jeopardize the safety, security, health and welfare of themselves or others. They may be static or changing. They may be recognized and addressed at home and school, or ignored. The environment may be supportive or damaging and in fact, a part of the problem. Students who are 'at risk' present a diverse picture; the issues or solutions are not simple.



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The ***Teacher Alert System*** is one way to approach each difficulty and begin to structure a solution. We hope it can help make each student a happy, healthy and fully functioning individual.

***The following pages will serve as a guide to the use of the Teacher Alert System.***

## B. THE DECISION MAKING PROCESS

The ***Teacher Alert System*** can help the teacher identify:

- Which student(s) in the classroom are at risk of school failure?
- What specific problems are of concern?
- What type of framework for assessment will be most effective?
- What assistance do they need?

Use the ***Teacher Alert System*** as follows:

* Review who is the ***At Risk Student*** (page I • 4).

* If problems are of immediate concern review the ***Behavioral Index*** (page II • 1).

* From the ***Behavioral Index*** go to the appropriate form(s) or checklist(s).

* Review checklist(s) to see if any constellation of behaviors describe your student.

* If so, complete the appropriate checklist.

* Determine what information and help can come from the family. Use ***Parent-Student Information Form*** (Page III • 1).

* Review ***Classroom Environment*** and ***Teacher Stressors Checklists*** to see if other factors might be influencing the student's behavior (Pages III • 6 to III • 8).

* If a referral is to be made, use

  - ***Teacher Analysis of Behavioral Symptoms (TABS)*** (Page IV • 1), and
  - ***Student Referral Forms*** (Page IV • 5) along with the assessments you found appropriate.

## C. THE STUDENT 'AT RISK' CHECKLIST

All students may be at risk of school failure at some point. Some students come into the classroom with an existing affective, cognitive or physical problem; others are vulnerable but will do well if there is no particular stress in their lives. Other students are affected by the tolerance and expectation level of the teacher or parent. In some cases, students may be going through a normal developmental phase and need greater understanding.

The questions on the ***Student "At Risk" Checklist*** should be considered if the teacher suspects a problem exists, or is in the process of emerging.

### 1. *Student 'At Risk' Checklist*

- Does this student demonstrate a greater number of problems than other students of his/her age and grade level?
- Is his/her placement appropriate?
- Is the student's behavior age appropriate? (e.g. separation anxiety is quite appropriate for a 4 to 6 year old but not for a teenager)
- Has there been a radical change in the student's behavior recently?
- Is the student at an age, developmental stage or in a situation that could lead to vulnerability? (e.g. adolescence, parent's divorcing)
- Are the student's social, emotional, aesthetic needs met in the classroom?
- Is the teacher's management style and reinforcement system matched to this student's needs?
- Are there outside factors such as recent stressful events that might be causing this student difficulty?
- Are there physical problems that might be impeding the student's progress?
- Are there developmental or learning disorders present?
- What are the specific behaviors of concern?
- What assessment and intervention strategies could assist this student?
- Who in the school or community should be involved in this process?
- How can family be involved in the assessment and remediation process?



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## D. AREAS COVERED IN THE TEACHER ALERT SYSTEM

### 1. *Family and Welfare Issues*

The cause of the student's problem may not be related to the school or academic program. More hours are spent out of the classroom than in; and for some students they can be difficult. Some students may be new to the community and not adjusting well; even a short move may result in the loss of good friends and a familiar environment. Some students may have had extremely traumatic experiences prior to entering your community. Other students may have problems at home or in their neighborhood.

What happens within the family can affect a student's ability in school. If there is turmoil due to family quarrels, family worries, parent's difficulties with jobs, poor health, disagreement with siblings or quarrels with parents, it can reflect in school work. Physical violence, neglect or sexual abuse creates even greater problems. Any number of stressful events may cause problems at home; some may be long term and others temporary.

### 2. *Classroom Environment Factors*

The teacher should consider whether the physical attributes of the school and the classroom, including the stressors in his or her own life, are conducive to the student's learning. The classroom may be too hot or cold, noisy or quiet, large or small. Classroom furniture may not be comfortable. Something may cause allergic conditions. Explore this area, think about any adjustments that may help the student be more comfortable.

### 3. *Physical/Sensory Disorders*

This section includes health problems, physical and sensory disorders. Any time the students do not feel well or are unable to keep up with their peers because they cannot move, see or hear on an equal level, there will be problems. Students may be physically incapable at the moment of complying. They may incorporate a variety of compensatory behaviors (withdraw or distract, fight or flight).

Sometimes problems are compounded. A child who does not have a proper diet in the home may experience nutritional problems which could cause anxious feelings, inattention or susceptibility to stealing or hoarding food. Lack of or poor medical care can allow conditions such as allergies or diabetes to go untreated, which may cause a myriad of other problems. Every student should have a vision and hearing screening on a regular basis. If the student has not had the screening, or passes and still seems to have a problem, the teacher needs to watch the student carefully and note specific signs. This information will be helpful on referral for an outside examination.

Some students have difficulties that are not only problematic to themselves but may result in interpersonal problems. For example, eating problems that cause either overweight or weight loss, problems with elimination (which also could have a physical basis), lack of or too much sleep, tics and other stereotypic and ritualistic behaviors, can affect the student's health and well being.

### 4. *Developmental and Learning Disorders*

Developmental disorders can arise in the areas of affect, cognition, language and psychomotor skills. The most extreme is the autistic disorder which is usually diagnosed before school age; the student is generally placed in a special program. Many students are immature for their age and cannot handle demands and large groups of peers effectively; with proper intervention they will eventually mature. Cognition is important to consider. Extreme degrees of mental handicap are obvious but the majority of mentally handicapped children who have good social and motor skills, as well as children with learning problems, reach first grade with no problem but are increasingly left behind with various negative effects. Some children are slow to develop language and psychomotor skills and may require intervention.

### 5. *Temperament and Behavior Disorders*

Often the students that cause the most concern are those who are noncompliant and create management problems. Difficulties may begin at home or in school. Always consider physical, developmental, learning and temperament characteristics that could make the student susceptible to noncompliant behavior. Students who are hyperactive, inattentive, impulsive, irritable, or have poor habit regulation are more prone to show noncompliant and aggressive behavior. These temperaments interfere with attention and being goal oriented. Such students may need altered expectations, task demands, pressure or an environment where there is more appropriate stimulation.

While "acting out" students have always been the focus of attention because of the sometimes immediate need to address their behavior, there are many other ways in which students may indicate they have problems. Consider those students who are fearful and anxious who do not participate because they feel they cannot succeed or something dreadful may happen, those who tend to be unhappy and depressed and cannot concentrate or those whose self-esteem is so low they may contemplate suicide.

Some students have problems with impulse control. Generally they may be fine, but, if something happens to upset them, they may have temper tantrums, and in some cases, hurt themselves or others. Some students have problems with control in the form of stealing or gambling, others may demonstrate antisocial behaviors. They may run away from home, commit crimes punishable by law or tell lies about a variety of things including their classmates or what they have done out of school. Some students may belong to gangs or satanic cults, may have gender identity problems, or may be homosexual. The school has to deal with these problems in a positive way.

***Note: A Focus on Behavior***

*Although areas of risk are divided into five categories, our intent is not to label students but focus on sets of behavior that can give a teacher some basis for assessment, planning, intervention and program evaluation.*

## E. THE ISSUES OF 'AT RISK' STUDENTS

The ***Teacher Alert System*** is divided into **five** areas of concern, each of which should be considered when examining why a student is having difficulty in either getting along or making academic progress in school.

- Family and Welfare Issues
- School and Classroom Environment
- Physical and Sensory Disorders
- Development and Learning Disorders
- Temperament and Behavior Disorders

### 1. *Arrangement of the Teacher Alert System*

The ***Teacher Alert System*** is arranged so the teacher can find the areas of concern in several ways:

a. Check the Table of Contents under each of the *five areas of concern (page 1)*

b. Determine from the ***Checklist Titles*** (Section Index) which tool would be helpful (page 1)

c. Scan the ***Behavioral Index List of Specific Behaviors*** (page II • 1) For each presenting sign, one or more tools are suggested.

### 2. *Color Code*

This suggests grade levels for which the forms are most appropriate.

a. Pink • ***Behavioral Index***

b. White • Students of all ages

c. Yellow • Early Childhood/Elementary students

d. Green • Secondary students

Select forms depending on the level and need of students.

## F. INTERVENTION STRATEGIES BASED ON ASSESSMENT

### 1. *Interrelationships Between Problems*

Many problems are interrelated. Students who come from homes where there is stress and lack of support may have oppositional-defiant behaviors or start to use drugs and alcohol. Students who cannot concentrate may have learning problems; students who do not see well may appear clumsy and ill-kempt. If students work they may not get enough sleep. Any time a student has one problem, there is a chance s/he may have another. The teacher should think of it as a puzzle. If a piece is missing where might it be? The teacher also needs information and assistance from the student's family.

### 2. *An Assessment-Intervention Model*

A series of assessment tools that the teacher can readily use in the classroom are presented in this guide. They are not standardized instruments that require special skills and precise application. They are guides to help the teacher consider the variety of behaviors that bring a student to a risk position. With this information teachers can generally go forward with their own adaptations and design an intervention that will be effective. In the event this is not possible because of lack of time, energy or resources, then, with the ***Teacher Alert System*** the teacher should make a more informed referral.

### 3. *Selection of tools*

Never rely on one form of assessment if the student has a serious problem.

The teacher should informally begin the assessment process if everyday observations and interactions with the student indicate the student may be at risk of failure in one or more areas.

The teacher should review the list of tools or the list of signs in the ***Behavioral Index***, which will help organize the information in order to make decisions regarding management and program planning.

If the tools in this publication do not seem effective, outside consultation is advised.



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## G. USE AND TYPES OF SCHOOL CENTERED ASSESSMENT MATERIALS

### 1. *Four formats are used in the Teacher Alert System:*

- **Checklists**

  Focus on individual assessment in a specific area to help identify problems for direct action by a teacher, or to assist in referral.

- **Student Quizzes**

  To access information from students which could be used as a basis for selecting teaching content, for discussion topic, and personal reflection. Quizzes can help students develop self awareness.

- **Objective Assessments**

  General information regarding student progress in a variety of school related areas including teacher recording of developmental levels or specific behaviors.

- **Behavioral Index**

  A list of behaviors which the teacher finds problematic and the name of the form or forms on which those behaviors may be found.

### 2. *Formative and Summative Assessments*

Most of the checklists involve formative evaluation; allowing the teacher to obtain ongoing information about the student in order to make program plans and other interventions. Summative evaluations involve pre and post testing to see how the student changed over a period of time on a certain dimension. Most checklists are useful for initial and follow-up assessment.

## H. SUMMARY

Many factors can cause a student to be 'at risk' for school failure; many resources are at hand to prevent that from happening. Our contention is that every student can develop his or her maximum potential, be an accepted class member and an asset to the community, given the appropriate classroom opportunities. The teacher's job is to analyze students' functioning, determine where they are developmentally in regard to social, physical and school related skills, and program accordingly.

Ongoing assessment, planning of activities, formal and informal adult and student interrelationships form the basis for the student's learning program. The program considers personnel and planning input, physical surroundings, related educational supplies and equipment, special services, communication with the home and community, and planning ahead to the time when the student will be expected to leave the protected environment of the school.

# TEACHER ALERT SYSTEM

## *II. BEHAVIORAL INDEX*

This ***Behavioral Index*** lists behaviors of concern to the teacher and the form(s) in the ***Teacher Alert System*** on which the behavior is included. An isolated behavior may tell very little and may be due to any number of causes; it is only when seen in context a good picture of the student's problem will emerge. If the behavior seen in **YOUR** student does **NOT** fit within any of the ***Teacher Alert System*** forms, other etiologies need to be considered. The ***Teacher Alert System*** only addresses those behaviors most likely to be seen in a regular classroom.


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***Remember:***

* Always consider a behavior in context.
* The same behavior in different students may have different causes.
* The same problem may affect students in different ways.

## A. FAMILY AND WELFARE ISSUES

### *1. Parent-Student Information*

Student: _____ Birthdate: _____ Sex: _____

School: _____

Teacher: _____ Grade: _____

Parent/Guardian: _____ Relationship to student: _____

Address: _____ Telephone: _____

Primary language spoken in home: _____

Name and birthdates of children in family: _____

_____

_____

Health information: (Birth problems, illnesses, allergies, vision, hearing, etc.): _____

_____

_____

_____

Medical Contact: _____

Family issues concerning student: _____

_____

_____

_____

| Date of Contact | Subject | Special provisions for student needs |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## 2. Abuse and Neglect Indicators

This Checklist will alert teachers to some of the signs that may indicate a student is being abused or neglected. This area should be approached with caution: a student may be unkempt, appear hungry and have bruises but not be abused or neglected. If the student appears to have more pervasive problems however, it is worth considering behaviors usually evident in instances of neglect and abuse.

Child abuse and neglect includes physical or mental injury, sexual abuse, negligent treatment or other maltreatment of a child by a person who is responsible for the child's welfare. It may include: ignoring, rejecting or isolating the child so s/he is deprived of emotional stimulation or the necessities of life such as food, clothing and shelter, terrorization by bullying, frightening or verbal assault, corrupting (stimulating the child to engage in destructive antisocial or other deviant behavior) and physical maltreatment. Child abuse is a complex problem with many causes including adverse effects of poverty, stress, and the result of the abuser having been an abused child. Abuse thrives best in an atmosphere of dislike and social isolation. Efforts at all levels are required to achieve a reduction of both physical and emotional cruelty toward children. The following checklist suggests some signs that may alert the teacher to the possibility of emotional or physical abuse. *The next check-list specifically looks at sexual abuse.*

***If a problem in this area is suspected the teacher should keep a record of student behaviors using the Abuse and Neglect Indicators Checklist and discuss it with school authorities. It should also be reported to the Director, Alberta Family and Social Services.***



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## ABUSE AND NEGLECT INDICATORS CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ☐ Student reports mental or physical abuse or neglect
- ☐ Signs of injury are evident
  - Frequent or unexplained bruises or fractures
  - Frequent or unexplained burns
  - Patterned bruises or burns
  - Coma or symptoms of head injury without apparent cause
- ☐ Signs of neglect are evident
  - Hunger
  - Unkempt appearance
  - Tired
- ☐ Problems with social responsiveness
  - Fear of or withdrawal from adults
  - Stoical response to pain without seeking help or comfort from adults
- ☐ Poor peer relationships
  - Aggression toward others
  - Deliberate attempts to provoke anger of others
- ☐ Problems with communication
  - Diminished affect, shows little interest or enthusiasm
  - Verbal or behavioral inhibition
  - Tends to rely more on physical than verbal means of expression
- ☐ Problems with self-image
  - Excessive fear of failure
  - Low self-esteem
- ☐ Difficulty with or disinterest in school work
- ☐ Obsessive neatness or ritualized behavior
- ☐ Early interest in drugs or alcohol
- ☐ Attempts to runaway or escape from family or other caregivers



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### 3. *Child Sexual Abuse Indicators*

The focus of this checklist is to alert the teacher to the possibility that child sexual abuse may be the reason for some unusual behaviors students show in class. Child sexual abuse is an area of great sensitivity. Children may not understand what it is about. They may be fearful, or confused, by what is reported on television or by warnings they hear. There is concern that innocent persons not be charged and equal concern that children be protected when they are being abused. Abused students may show extremes of behavior such as being overly compliant, allowing others to have control over what happens to them, or severe acting-out behaviors, or both. In some cases there are physical signs of abuse.

The following list indicates some signs of sexual abuse that might be observed by school personnel. The first six behaviors are probably most specific to sexual abuse; however, any combination of factors is possible in a given case of sexual abuse. It should also be noted that up to age six, boys and girls have an equal chance of being sexually abused; after that age the risk increases for females. Men are the abusers 90% of the time.

If a teacher keeps track of signs that might indicate sexual abuse he or she will be better able to substantiate suspicions to professionals who become involved in the situation. Teachers should consult with school administration to be sure they are following school policy concerning handling and reporting of cases of child sexual abuse.

*Reference • Child Welfare Act*

## CHILD SEXUAL ABUSE INDICATORS CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ❑ Student reports sexual abuse (note specific details).
- ❑ Females show unusual fear of males.
- ❑ Females are unusually seductive with males; may express pregnancy wishes, interest in early marriage.
- ❑ Student is sexually aggressive with others; may use sexually explicit language.
- ❑ Student acts overly mature and wise about sexual matters. Females may show attraction to older men.
- ❑ Student engages in inappropriate sexual play, or re-enactment of abuse with peers, toys or themselves.
- ❑ Student has a pattern of overly compliant or dependent behavior.
- ❑ Student has a pattern of acting out, aggressive behavior. (May be verbal or physical)
- ❑ Student may show anti-social behaviors such as stealing, shoplifting, substance abuse, running away.
- ❑ Student does not get along socially, has few friends.
- ❑ Student is not trusting, even with significant adults.
- ❑ There is a decrease in ability to concentrate and perform in school.
- ❑ Student shows regressive behavior, behaves more "babyish"; may suck thumb, wet or soil clothing.
- ❑ Student becomes more withdrawn or depressed, may have unexplained crying.
- ❑ Student shows sleep disturbance, appears tired or lethargic.
- ❑ Student shows extreme resistance to touch, physical examination.

## B. SCHOOL AND CLASSROOM ENVIRONMENT

The following checklists suggest environmental and personal issues that may affect the learning of a student. If a student is uncomfortable or is not secure in the classroom environment, or if the teacher is not feeling at his or her best, the probability of problem behaviors increases.

***Instructions:***

Review the the following checklists; become aware of any items listed that may interfere with maximum school progress.

### 1. *Classroom Environment Checklist*

The total classroom environment can be more or less conducive to student learning. Students who are self-motivated and not easily distracted can tolerate the noise, confusion and general lack of structure common in many busy classrooms. If students have any problem, more attention needs to be paid to the environment. Use the checklist; if a "no" is checked, see what can be done to change the environment. Involve students, parents and school administration, where appropriate.

### 2. *Teacher Stressors Checklist*

Teachers are human beings, and no one knows it better than they. They can have problems, be ill and have a variety of in-school stressors that affect them. Sometimes they are so busy and working so hard, they forget to look at themselves and see how their problems might alter their behavior and affect their students. The checklist includes some factors that can cause a teacher stress.

### 3. *School Security Checklist*

If students feel insecure because of a lack of personal or school security the school should make an effort to improve security arrangements. This applies if there are students who are likely to cause problems that could interfere with the health and safety of other students or school personnel. Schools should be able to check 'yes' for each item on the checklist.

## CLASSROOM ENVIRONMENT CHECKLIST

| YES | NO | |
|---|---|---|
| ❑ | ❑ | Is the classroom clean and attractive? |
| ❑ | ❑ | Is the appearance of room appropriate to student's age and season of year? |
| ❑ | ❑ | Is the air fresh and temperature appropriate? |
| ❑ | ❑ | Does the room have good acoustics? |
| ❑ | ❑ | Does the room have good lighting which can be adjusted to the needs of the students? |
| ❑ | ❑ | Are sightlines such that students have a good view of the teacher at all times? |
| ❑ | ❑ | Is the furniture comfortable and the correct size for the students? |
| ❑ | ❑ | Are there sufficient supplies and equipment so students do not have to wait? |
| ❑ | ❑ | Are technical aids available, and in good working order, for students who have sensory handicaps or other special needs? |
| ❑ | ❑ | Are there private/quiet areas where students can work without distraction? |
| ❑ | ❑ | Are work areas appropriate for the activity to take place? |
| ❑ | ❑ | Are classroom rules posted describing privileges and consequences? |
| ❑ | ❑ | Can students store work and belongings and know they are safe? |
| ❑ | ❑ | Are student and staff schedules posted? |
| ❑ | ❑ | Is student work displayed in conspicuous places? |
| ❑ | ❑ | Are all necessary safety measures in place (i.e. no sharp edges, loose wires)? |
| ❑ | ❑ | Is there easy access to toilet facilities? |
| ❑ | ❑ | Does the teacher have a comfortable work area? |
| ❑ | ❑ | Is there a place where the teacher can keep confidential materials? |

## TEACHER STRESSORS CHECKLIST

- ❑ Health problems: (anything that makes you tired, gives you pain, or distracts you).
- ❑ Any problem at home. Is someone in the family in poor health, buying or selling a home, financial problems, difficulty with a babysitter or other child care.
- ❑ Inter-relationship problems with a parent, spouse, child or good friend.
- ❑ Being too busy! Taking care of a home, taking courses, involvement in community affairs.
- ❑ A long time since the last vacation.
- ❑ Indecision about changing jobs, moving, hiring a housekeeper.
- ❑ Poor attitudes of the community toward the school or program.
- ❑ Problems at school; difficulty with administration, other teachers.
- ❑ Poor working conditions; heavy curricular and extra-curricular workloads.
- ❑ Class size too large; not enough help in classroom.
- ❑ Lack of planning time.
- ❑ Problems with difficult parents.
- ❑ Lack of training to deal with specific problems occurring in the classroom.
- ❑ Lack of support for program from parents, school staff.
- ❑ Too many children with special needs or vastly different ability levels.
- ❑ Commuting more than 30 minutes each way to work.
- ❑ Finding it necessary to use medication or alcohol to relax.

## SCHOOL SECURITY CHECKLIST

| YES | NO | |
|---|---|---|
| ☐ | ☐ | Does the school have a written policy for dealing with violence in the school? |
| ☐ | ☐ | Are school-wide rules and regulations posted in a prominent place? |
| ☐ | ☐ | Are rules clearly stated and consistent for all areas of the school? |
| ☐ | ☐ | Is a point made of teaching these rules and regulations to all students? |
| ☐ | ☐ | Does the school have a procedure for assuring that intruders cannot enter the school? |
| ☐ | ☐ | Is there a manner of dealing with loiterers or potential troublemakers who stay in the area around the school? |
| ☐ | ☐ | Do all students know exactly what to do if threatened by outsiders or other students? |
| ☐ | ☐ | Is there an procedure to deal with students who create problems outside the classroom? |
| ☐ | ☐ | Is there appropriate hallway, playground and cafeteria supervision? |
| ☐ | ☐ | Is there adequate lighting in corridors, parking lot, restrooms, etc.? |
| ☐ | ☐ | Is there a procedure for reporting and monitoring incidents that occur in the school? |
| ☐ | ☐ | Can students access sources of information and support confidentially? |
| ☐ | ☐ | Is there an alarm system to immediately notify police/fire personnel if necessary? |
| ☐ | ☐ | Are all alarm systems monitored to ensure they are in working order? |
| ☐ | ☐ | Is staff trained in crime-prevention behavior? |
| ☐ | ☐ | Do teachers have access to immediate help should a crisis occur in the classroom? |
| ☐ | ☐ | Are there in-school support teams? |
| ☐ | ☐ | Is violent behavior, in and out of classroom, dealt with immediately and effectively? |
| ☐ | ☐ | Are there deterrents to vandalism such as fences, good lighting, proper storage? |
| ☐ | ☐ | Is the community involved in security precautions for the school? |
| ☐ | ☐ | Are school employees screened for convictions and pending charges? |

## C. PHYSICAL/SENSORY DISORDERS

### 1. *Allergy Checklist*

Studies have shown that one in every five school children has a significant allergy that may make them sensitive to substances which are no problem to other people. Some common things students may be allergic to are: various foods, animals, insect bites, dust, pollen, grass, mould, changes in temperature and cosmetics. Reactions to allergies take a various forms which can be uncomfortable and distracting. The student will feel better through medication, immunizations or avoiding problematic substances. Some allergy medications however can cause the student additional problems such as drowsiness. Drowsiness and lethargy may also result from the student not sleeping well because of discomfort. The teacher should be aware that some allergies are seasonal. For example, in the prairies, students are more likely to show allergic reactions to plants from March through September. If an allergy is suspected, it should be discussed with caregivers so precautions can be taken not to expose the student to harmful substances. Some common signs of allergies appear in the ***Allergy Checklist.***



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## ALLERGY CHECKLIST

Student Name: _____ Class: _____ Date: _____

| YES | NO | |
|---|---|---|
| ☐ | ☐ | Excessive wheezing |
| ☐ | ☐ | Postnasal drip |
| ☐ | ☐ | Ridge on nose from rubbing |
| ☐ | ☐ | Frequently clears throat |
| ☐ | ☐ | Nose running or full of mucous |
| ☐ | ☐ | Sinus/nose continuously stuffed |
| ☐ | ☐ | Repeated sneezing |
| ☐ | ☐ | Red, puffy eyes |
| ☐ | ☐ | Watery, itchy or light sensitive eyes |
| ☐ | ☐ | Dark circles under eyes |
| ☐ | ☐ | Headaches |
| ☐ | ☐ | Feeling of pressure in ears |
| ☐ | ☐ | Itchy areas on body |
| ☐ | ☐ | Rashes or hives |
| ☐ | ☐ | Lethargic or sleepy |
| ☐ | ☐ | Decrease in attention and concentration |
| ☐ | ☐ | Listless and withdrawn |
| ☐ | ☐ | Weak and pale |

## 2. Blood Sugar Problems Checklist

Among the more common difficulties that make some children at risk for medical and learning problems are high and low blood sugar. At the very extreme of this problem is diabetes which is not infectious but caused by the failure of the pancreas to produce insulin preventing the body from absorbing the sugar in food. Diabetes can be controlled through proper diet, regular physical activity and insulin supplements. Uncontrolled diabetes can lead to more severe problems, but with careful monitoring the student can function normally. Unfortunately, individuals often do not realize they have problems with blood sugar or diabetes until an extreme annoyance which persists or an emergency. Some signs are observable, others must be reported to the teacher. It should be noted that some of the signs listed in the checklist may have other causes; when several of the signs appear at once, a blood sugar problem may be suspected.

It is important to understand and respect this condition. If the teacher observes any of the signs on the checklist, a record should be kept and discussed with the parent. Medical attention is the parent's responsibility. It is good practice for the family to keep the teacher informed of the student's status if a blood sugar problem exists.

If an emergency situation arises, the teacher should immediately contact the parent, nurse or physician.

## BLOOD SUGAR PROBLEMS CHECKLIST

Student Name: _____ Class: _____ Date: _____

**HYPERGLYCEMIA (High Blood Sugar):**

- ❑ Extreme thirst
- ❑ Frequent urination
- ❑ Flushed, dry skin
- ❑ Nausea and vomiting
- ❑ Labored breathing
- ❑ Fruity odor to breath
- ❑ Drowsiness
- ❑ Confusion

**HYPOGLYCEMIA (Low Blood Sugar):**

- ❑ Hunger
- ❑ Irritability/hostility
- ❑ Cold clammy skin
- ❑ Abdominal pain
- ❑ Difficulty speaking
- ❑ Lack of coordination
- ❑ Blurry vision/dizziness
- ❑ Confusion/disorientation
- ❑ Trembling, shaking hands
- ❑ Fainting or unconsciousness

### 3. *Eating Disorders Checklists*

Some students have gross disturbances in eating behavior. These are not students who adore MacDonald's or who crash diet to fit into a prom dress. They have deep seated disorders that can take one or more forms. The major eating disorders that effect teenagers are Anorexia Nervosa and Bulimia Nervosa. Typically these eating disorders begin in adolescence or early adulthood, though occasionally they are seen in younger students. Ninety-five percent of anorexia nervosa occurs in females.

Knowing the symptoms for each of these disorders will help the teacher. If students have any of these symptoms to a significant degree the teacher should discuss them with the parent.

The family is responsible to seek medical help or counseling for the child if there is a suspicion that an eating disorder is related to problems the child is having. The teacher should keep informed in order to provide support for the student in the classroom.



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**EATING DISORDERS • Anorexia Nervosa**
**CHECKLIST**

Student Name: _____ Class: _____ Date: _____

- ❑ Weight is less than 85% of expected weight.
- ❑ Usually begins in early to late adolescence.
- ❑ Marked weight loss in a short period of time.
- ❑ Change in eating habits; eating much less than before.
- ❑ Extensive exercising for the purpose of losing weight.
- ❑ Self-induced vomiting.
- ❑ Preoccupation with body size.
- ❑ Stating they are fat, or part of their body is fat, when they are quite thin.
- ❑ Intense fear of gaining weight, or becoming fat, even though underweight.
- ❑ Dissatisfaction with some feature of body.
- ❑ Females may not have menstrual period.
- ❑ Use of laxatives or diuretics to lose weight.
- ❑ Eating binges, often followed by vomiting.
- ❑ Preparation of elaborate meals for others, but limit selves to a few low-calorie foods.
- ❑ Hoarding, concealing, or throwing away food.
- ❑ Experiencing stress.

**EATING DISORDERS • Bulimia Nervosa**
**CHECKLIST**

Student Name: _____ Class: _____ Date: _____

*(Most students will be in the normal weight range; some may be slightly underweight and others overweight.)*

- ❑ Usually begins in adolescence or early adulthood.
- ❑ Extreme concern about weight.
- ❑ Binge eating, at least twice a week for three months.
- ❑ Weight goes frequently up and down because of alternating binges and fasts.
- ❑ Stating their life is dominated by conflicts about eating.
- ❑ Food is eaten inconspicuously or secretly.
- ❑ Food is eaten fast with little chewing.
- ❑ Once begun, they seek other food to continue binge.
- ❑ Feeling of lack of control over eating during binges.
- ❑ Extensive exercising for purpose of losing weight.
- ❑ Self-induced vomiting.
- ❑ Depressed mood in general or after binge.
- ❑ Use of laxatives or diuretics to lose weight.
- ❑ Preoccupation with size and shape of body.
- ❑ Parents who are obese.

### 4. *Nutrition Checklist*

To feel one's best in all situations and grow properly, students must be well nourished. Inadequate nutrition is not a problem limited to underdeveloped countries. As recently as 1990 a major Alberta newspaper devoted an entire section to the problem of inadequate nutrition. It is important to realize that any degree of malnutrition can cause both physical problems and problems with strength and stamina. In addition to not having enough to eat and poor eating habits, there are also instances where students become malnourished because of fad diets, or improper understanding of non-traditional diets such as vegetarian, organic food, megavitamin and macrobiotic regimes. Some signs of improper or insufficient diet are listed on the *Nutrition Checklist*

***Caution:***

***There may be other causes for the signs listed. If the teacher notices any of these signs, and they seem to interfere with the student's progress in school, it is advisable to discuss the situation with the family and make arrangements for additional assessment.***

## NUTRITION CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ☐ Poor height and weight gain.
- ☐ Decrease in fatty tissue.
- ☐ Muscle wasting.
- ☐ Reduced head circumference.
- ☐ Increased number of illnesses.
- ☐ Dental problems.
- ☐ Iron deficiencies.
- ☐ Problems in learning and attending.
- ☐ Problems in stamina.
- ☐ Feeling of being tired.
- ☐ Poor eating habits when food is available.

### 5. *Hearing Problems Checklist • Teacher and Student*

If a student is having difficulty learning, is inattentive in class, or in a play or social setting, he or she may have a hearing loss. Even a mild loss, a temporary loss due to an ear infection or a loss in only one ear can cause a student problems in school, at home and in the community.

The two checklists which follow can help the teacher to determine whether the student might have trouble hearing. If any of the behaviors are consistent a more formal otological and audiological study should be made.

The **first** checklist is based on the **teacher's observations** of students in a variety of situations over time; the **second** is for **use by students** who are able to cooperate in filling in the checklist or answering questions about their hearing ability.

## HEARING PROBLEMS
## CHECKLIST • Teacher

Student Name: _____ Class: _____ Date: _____

- ❑ Does not respond to nearby sounds when source cannot be seen.
- ❑ Does not respond when name is called from behind.
- ❑ Does not respond to loud noises such as bells, alarms.
- ❑ Frequently asks you to repeat what you said.
- ❑ Frequently says "what" when spoken to.
- ❑ Nods head in agreement/understanding but if questioned carefully reveals a lack of comprehension.
- ❑ Often gives an inappropriate answer to a question.
- ❑ Confuses similar sounding words (bat/pat, sand/hand, score/snore).
- ❑ Often seems inattentive to what you say.
- ❑ Often turns up the volume on sound equipment or asks others to speak louder.
- ❑ Speech and/or language are not age appropriate.
- ❑ Student's voice is too loud or too soft.
- ❑ Mentions having ringing or buzzing in ears.
- ❑ Misses interesting sounds (e.g., birds singing) that other students hear.
- ❑ Appears to daydream more than normal.
- ❑ Depends on "following" others rather than listening to instructions.
- ❑ Seems to obtain more satisfaction from seeing rather than hearing.
- ❑ Does much better in math/computation tasks than reading tasks.
- ❑ Has frequent colds/ear infections? (Running or discharge from ears).
- ❑ Stares intently at people when they speak.



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## HEARING PROBLEMS
## CHECKLIST • Student

Are you ever concerned about whether you have a problem with your hearing? If so, use the following checklist. If you see have many checks, discuss it with your teacher. There are many ways to improve your hearing. It will help you in school if you can take care of a hearing problem as soon as possible.

- ❑ Do people often shout to make you hear?
- ❑ Do friends often notice sounds you haven't heard such as birds singing?
- ❑ Do you need the television louder than others ?
- ❑ Do you need to ask others to repeat because you couldn't hear?
- ❑ Can you hear when someone whispers to you?
- ❑ Do people say you talk too loud or too soft?
- ❑ Have you been told you did not hear someone talking from another room?
- ❑ Are you often told you were not paying attention?
- ❑ Does a new word have to be repeated several times before you hear and understand it clearly?
- ❑ Do you ever hear a ringing or buzzing in your ears?
- ❑ Have you ever had a severe earache that left you with a funny feeling in your ears?
- ❑ Is it hard for you to listen to people talking?
- ❑ Do you hear better when you are looking at the person speaking?
- ❑ Can you hear better with one ear than another when you talk on the telephone?
- ❑ Do you often have colds or ear infections?

## 6. Vision Problems Checklist

This checklist will help alert teachers and others who are not physicians, to some of the visual problems that can affect student's classroom behavior. Even a mild eye defect, causing the student discomfort or loss in vision, can affect his/her ability to see and learn. The more severe the problem, the more difficulty the student will have.

Most children with eye defects have errors of "refraction" known as nearsightedness, farsightedness and astigmatism. They are usually treated with lenses. There are however a variety of medical conditions which can cause severe visual impairments, especially if appropriate treatment is not provided. In most cases the earlier they are recognized the better the prognosis. The *Vision Problems Checklist* indicates what to look for in terms of appearance and behavior. Teachers should not try to make a diagnosis because many conditions have similar symptoms, but they should be able to describe the signs and understand some of the educational implications.

***Instructions:***

Review the following list of behaviors and check each one that applies to the student. Signs may be shown by the students' appearance, behavior or by what they report to you. There are three sections:

- Teacher observations via appearance and behavior
- Problems students express
- The affect of visual problems on schoolwork

## VISION PROBLEM CHECKLIST

Student Name: _____ Class: _____ Date: _____

***Appearance and behavior of students with visual problem:***

- ☐ Inflamed eyelids.
- ☐ Red or bloodshot eyes.
- ☐ Swelling around eyes.
- ☐ Tearing from eyes.
- ☐ Discharge from eyes.
- ☐ Drooping eyelid.
- ☐ Eyeballs smaller than normal.
- ☐ Protruding eyeball.
- ☐ Sunken eyeball.
- ☐ Appears to look to right or left of object of interest instead of directly at it.
- ☐ Nodding head.
- ☐ Tilting head (especially when looking at something).
- ☐ Covers one eye while reading or looking at board.
- ☐ Crossed eyes.
- ☐ Wandering, moving eye.
- ☐ Holding objects too close.
- ☐ Frowning, squinting.
- ☐ Constant rubbing of eyes.
- ☐ Impaired color perception.
- ☐ Frequently bumps into things.

***Problems STUDENTS express about their vision:***

- ❑ Cannot see close.
- ❑ Cannot see far.
- ❑ Eyesight is blurred.
- ❑ Sees double.
- ❑ Blind spots.
- ❑ Cannot see looking to side.
- ❑ Can see out of sides of eyes but not straight ahead.
- ❑ Eyes bothered by bright light.
- ❑ Hard time seeing at night.
- ❑ Headaches.
- ❑ Eyes hurt.
- ❑ Eyes get very tired.
- ❑ Feels like something in eye.
- ❑ Problems distinguishing between colors.

***Effect of poor vision or eye problems on schoolwork:***

- ❑ Prefers listening to looking.
- ❑ Cannot find objects.
- ❑ Disoriented when goes from brightly to dimly lit space.
- ❑ Leans over work too closely.
- ❑ Cannot see blackboard.
- ❑ Reading problems: loses place, misses, confuses words.

***The following signs may have other causes but also occur when a visual problem is present:***

- ❑ Short attention span.
- ❑ Constantly looks away from task.
- ❑ Disinterested in reading.
- ❑ Poor handwriting.
- ❑ Easily irritated, tired, nervous.

## 7. *Seizure Observations*

Occasionally a teacher will have a student with a seizure disorder, a medical condition caused by electrical discharges in the brain cells. Seizure disorders are generally well controlled with medication, however, occasional students may have a problem and it is a good idea to know what it looks like and how to deal with it. Hopefully, if the student has seizures, the parents will inform the teachers about how to handle them in terms of taking care of the student and discussing it with his or her classmates. There are two major types of seizures: generalized, (involving the whole brain) and partial (limited to one area of the brain). Teacher's should learn to recognize the behavioral manifestations associated with seizure disorders.

***Instructions:***

Observe all behaviors when it appears a student has a seizure. Fill in other observations that are made. A description of an actual seizure is the most important information you can give medical personnel involved in diagnosis of seizure disorders.

## SEIZURE OBSERVATION CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ☐ Change in alertness, less responsive.
- ☐ Muscles stiffening and jerking; stiffening (rigidity) of entire body.
- ☐ May fall to floor from standing or sitting position.
- ☐ Some breathing difficulty.
- ☐ Sweating, coughing or gagging.
- ☐ Saliva around mouth.
- ☐ Loss of bowel or bladder control.
- ☐ Brief interruptions of consciousness such as:
  - ☐ Staring spells
  - ☐ Daydreaming
  - ☐ Small muscular facial movements
  - ☐ Irregular eye movement/ eyelid fluttering
- ☐ Inappropriate movements such as:
  - ☐ Twitching
  - ☐ Plucking at clothes
  - ☐ Smacking lips
  - ☐ Aimless wandering
- ☐ Incomplete loss of consciousness.
- ☐ Complete loss of consciousness.
- ☐ Student is confused, does not know what has happened.

Other observations of behaviors: _____

List events and behavior just prior to seizure onset *(Note student reports such as aura, numbness or tingling in one hand)*:

_____

List any sign of injury as result of seizure: _____

_____

List any treatment given: _____

Recovery to full responsiveness: ☐ Immediate ☐ Delayed (How long?) _____



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## 8. *Tic Disorders Checklist*

Tic disorders are generally more distressing than they are dangerous, although in extreme cases a student could sustain an injury. A tic is a sudden, rapid, recurrent, body movement or vocal sound that the student has great difficulty controlling. Tics are worse at some times, for example during periods of stress, than others.

Tics take a variety of forms as is seen on the ***Tic Disorders Checklist***. To be considered a problem they should occur on a regular basis over a period of time.

The teacher should consider when tics occur with greatest frequency and intensity and see if a change in expectations can alleviate them. Be concerned but do not call attention to the problem.

***Instructions:***

Use this checklist to record types of tics in different situations. Because both frequency and intensity are important factors, a key to record frequency and a letter to record intensity is provided. If, for example, a student had **intense** facial grimacing **sometimes** the teacher would put a 2B in the block provided next to facial grimacing.

## TIC DISORDERS CHECKLIST

Student Name: _____ Class: _____ Date: _____

***Please read the following list of behaviors and using the key below, rate each that apply to the student you are assessing:***

**Key:** 1 • Rarely 2 • Sometimes 3 • Frequently
A • Mild B • Intense

**MOTOR TICS**

| | | | |
|---|---|---|---|
| ☐ | Eye blinking. | ☐ | Tongue flicking. |
| ☐ | Facial grimacing. | ☐ | Head throwing. |
| ☐ | Constant touching of objects. | ☐ | Smelling objects. |
| ☐ | Slapping or hitting self. | ☐ | Head banging. |
| ☐ | Picking skin. | ☐ | Odd movements while walking. |
| ☐ | Squatting. | ☐ | Imitating movements of others. |
| ☐ | Large body movements (stamping, jumping, hopping, skipping). | ☐ | Grooming movements (combing). |

**VOCAL TICS**

| | | | |
|---|---|---|---|
| ☐ | Coughing. | ☐ | Throat clearing. |
| ☐ | Grunting. | ☐ | Clicking. |
| ☐ | Yelping/barking. | ☐ | Other animal sounds. |
| ☐ | Sniffing. | ☐ | Snorting. |
| ☐ | Screaming. | ☐ | Saying obscene words. |
| ☐ | Repeating own words. | ☐ | Repeating words of others. |
| ☐ | Sudden, senseless phrases. | | |

## D. DEVELOPMENTAL AND LEARNING DISORDERS

### 1. *Learning Disabilities Checklist*

Specific learning disability is a disorder that involves one or more of the basic psychological processes required to understand or use spoken or written language. The disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, developmental reading, writing and arithmetic disorders and developmental aphasia.

Students with learning disabilities may have problems specifically related to learning skills such as perception, coordination, memory, reasoning, organization and planning. They may also experience difficulties in attention and/or concentration.

The ***Teacher Alert System*** addresses attention and hyperactivity separately for purposes of assessment. A student who has poor attending skills will have problems learning, which does not mean a true learning disability is present. A student with a specific learning disability may be able to attend but have great difficulty interpreting; as a result; additional behavior problems may ensue. It is important to address the root of the learning deficit by incorporating a variety of strategies to assist the learning disabled student.

## LEARNING DISABILITIES CHECKLIST

Student Name: _____ Class: _____ Date: _____

| YES | NO | |
|---|---|---|
| ☐ | ☐ | Student of average or better intelligence. |
| ☐ | ☐ | Discrepancy of at least one year between achievement and intellectual ability in one or more areas. |
| ☐ | ☐ | Unevenness in academic performance - good in arithmetic/poor in reading; speaks well but has difficulty with handwriting. |
| ☐ | ☐ | Specific errors in reading and writing such as omissions or substitutions of sounds, reversing letters or sounds, reading words from right to left. |
| ☐ | ☐ | Uncoordinated; may appear clumsy. |
| ☐ | ☐ | Memory problems; may not remember instructions or be able to repeat sound or picture sequences. |
| ☐ | ☐ | Disorganized in thinking, written work and actions. |
| ☐ | ☐ | Difficulties in reading comprehension (sorting out main points). |
| ☐ | ☐ | Unable to focus for appropriate periods of time. |
| ☐ | ☐ | Perseverates on one topic or or part of a task. |
| ☐ | ☐ | Difficulty studying on own. |
| ☐ | ☐ | Lack of confidence in own abilities. |
| ☐ | ☐ | Overcompensates. (i.e. memorizes pages and pretends to read.) |
| ☐ | ☐ | Lability of behavior; mood changes easily. |

## 2. *Attention Behavior Checklist (ABC)*

The ***Attention Behavior Checklist (ABC)*** is concerned with the student's ability to attend to and concentrate on school activities. The student may have any level of cognitive ability but seems unable to focus long enough to understand directions, settle into a task, and then stay with the task for an appropriate time. In order to complete his or her work the student requires more than an equal share of the teacher's attention.

The ***ABC*** allows the teacher to make a profile of the type of attention deficit behavior depending on the subject. In so doing the details of the problem will become more apparent and it will be easier to program for the student.

Attention behavior problems may or may not be associated with learning disabilities or hyperactivity.

## ATTENTION BEHAVIOR CHECKLIST (ABC)

Student Name:_____ Class:_____ Date:_____

**Key to observing task related behaviors:**

For each classroom activity or subject listed on the next page use the number/letter codes to indicate the type and degree of attention deficit. There is space allowed to add additional areas for review.

**(1) Appears detached from classroom activities** **(Detached)**
- (a) Thoughts wander
- (b) Difficult to direct to task
- (c) Does not listen attentively
- (d) Disregards some or all directions

**(2) Has problems becoming involved in task** **(Lacks Initiative)**
- (a) No initiative to begin work
- (b) Difficulty becoming engrossed in task

**(3) Has problems in staying with task** **(Lacks Concentration)**
- (a) Does not concentrate on task until completed
- (b) Easily distracted
- (c) Attention span inappropriate for age
- (d) Unmotivated to complete work

**(4) Requires extra assistance to complete task** **(Dependent)**
- a) Does not work independently — needs monitoring
- (b) Demands excessive attention from teacher
- (c) Lacks goal orientation

**(5) Has idiosyncrasies in the way tasks are approached** **(Oddities)**
- (a) Perseverates on one activity to exclusion of others
- (b) Shows concern or preoccupation with insignificant details
- (c) Shows distracting behaviors — hums, doodles, chews pencil
- (d) Attends better in other than usual class situations (when alone, with music playing, etc.)

## ATTENTION BEHAVIOR CHECKLIST (ABC)

Use letters under key areas on preceding page to indicate attention deficits according to:

Activity area
Behavior of concern
Code for frequency

**Frequency Code:** **R = Rarely** **S = Sometimes** **F = Frequently**

| ACTIVITY | BEHAVIOR OF CONCERN | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (1) Detached | | | (2) Lacks Initiative | | | (3) Lacks Concentration | | | (4) Dependent | | | (5) Oddities | | | |
| | R | S | F | R | S | F | R | S | F | R | S | F | R | S | F | |
| Reading | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| Listening | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | | | | |
| Art | | | | | | | | | | | | | | | | |
| Music | | | | | | | | | | | | | | | | |
| Physical Education | | | | | | | | | | | | | | | | |
| Other (Specify) | | | | | | | | | | | | | | | | |
| Other (Specify) | | | | | | | | | | | | | | | | |



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### 3. *Attention Deficit Disorder With Hyperactivity Checklist*

This checklist is for students who have problems with attention because they are extremely hyperactive. Many students will show the checklist behaviors to some degree at one time or another. The teacher should only consider the student to have a problem if the amount and persistence of the hyperactive behavior is beyond that expected of a child of a particular developmental age.

Frequently, parents will say the student was hyperactive before beginning school; however, when students are expected to sit still for extended periods of time, beginning in first grade, problems become more obvious. To determine the cause for hyperactivity, neurological and physical disorders of all types should be ruled out. The situation at home should also be reviewed since students with problems outside school are not always able to leave them behind when they come to class.

***Instructions:***

The teacher should review an individual student's behavior over a period of at least two weeks, in a variety of situations and then check those items which apply to that student for that period. If the teacher wants to see how behaviors vary over time, the Checklist covers two periods.

At least two behaviors in each of the first three areas of the ***Attention Deficit Disorder with Hyperactivity Checklist*** indicate an existing or potential problem. Additional items checked indicate an increasingly severe problem.

Teachers should also consider the amount of physical activity an active child needs and be sure this is available.

## ATTENTION DEFICIT DISORDER WITH HYPERACTIVITY CHECKLIST

Student Name: _____ Period ①: _____ Period ②: _____

Activities/Subjects Observed: _____

| ① | ② | |
|---|---|---|
| ☐ | ☐ | Extreme overactivity; always on the go. |
| ☐ | ☐ | Part of the body always moving. |
| ☐ | ☐ | Very fidgety and restless. |
| ☐ | ☐ | Doesn't stay seated, may wander around the room. |
| ☐ | ☐ | Talks a lot. |
| ☐ | ☐ | Doesn't stay on task for an appropriate period of time. |
| ☐ | ☐ | Easily diverted from work; rarely finishes tasks. |
| ☐ | ☐ | Doesn't attend to full directions for task completion. |
| ☐ | ☐ | Poorly organized and messy. |
| ☐ | ☐ | Loses things needed for work; comes to class unprepared. |
| ☐ | ☐ | Difficulty with change in routine. |
| ☐ | ☐ | Speaks out impulsively. |
| ☐ | ☐ | Interrupts other students at their work. |
| ☐ | ☐ | Disrupts other students at play. |
| ☐ | ☐ | Starts going before directions are complete; hard time waiting for turn. |
| ☐ | ☐ | Doesn't consider the consequences of dangerous activities. |
| ☐ | ☐ | Poor eye-hand coordination |
| ☐ | ☐ | Generally does poorly in schoolwork. |
| ☐ | ☐ | Works better in one-on-one teaching situation. |

### 4. *Language Learning Problems Checklist*

By the time children are of school age, they should have adequate comprehension of language. The level of comprehension depends on age, grade, and sometimes environmental experiences. If they do not understand, they will generally ask for clarification. They are able to hold conversations, listen to and obtain information and give information to other people. Occasionally students, with adequate hearing have difficulty understanding spoken language.

Before considering language learning as a problem, be sure the student has had an audiological examination to rule out a hearing loss. Even a temporary loss, due to a middle ear infection, could interfere with the student's hearing and cause problems in comprehension, and create difficulty in learning language.

Students with a language learning problem may enjoy music and be alert to environmental sounds; the primary problem is comprehension and use of a linguistic code.

In using this checklist consider the grade level of the student. Younger students are more likely to show problems. The teacher usually compensates for the age factor by the level of language he or she uses. If at least four of the following items are checked the student should be referred for a more intensive language evaluation.



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## LANGUAGE LEARNING PROBLEMS CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ❑ At, or close to age/grade level in most areas except for the understanding and use of language; at least a one year delay is evident.
- ❑ Appears to ignore what others say.
- ❑ Short attention span for listening to others.
- ❑ Need more explanations than others before understanding what is said.
- ❑ Needs to see a picture or demonstration before understanding.
- ❑ Responds tangentially or inappropriately to what is said.
- ❑ Often misses the point of what is said.
- ❑ Very concrete; misses subtle nuances of speech.
- ❑ Difficulty learning new words.
- ❑ Avoids games if listening to words is required.
- ❑ Avoids situations if speaking is required.

### 5. *Severe Communication Problems Checklist*

The ***Checklist for Severe Communication Problems*** should be used primarily with younger children who experience delays or disorders in developing the ability to communicate appropriately with other people.

It is arranged developmentally, following an order of progression from the student with a severe communication problem to the student who is beginning to show minimal communication ability. Because children rarely behave consistently in this area, the list should be used to observe the profile of the students rather than to obtain a total score.

The "Levels" progress from 1 to 10. Level 1 represents the most deviant behavior and Level 10 indicates more appropriate behavior, but without the signs of mutuality required for true communication.

This checklist should be completed by an individual who has observed the child over time, in a variety of situations, and is able to make a judgement about behaviors on each level.



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## SEVERE COMMUNICATION PROBLEMS CHECKLIST

Student Name: _____ Class: _____ Date: _____

**Frequency Key:** 0 • Never or Rarely Observed
1 • Sometimes Observed
2 • Frequently Observed

| | Level Description | Frequency | | |
|---|---|---|---|---|
| 1. | No signs of directing behavior toward another person | 0 | 1 | 2 |
| 2. | Little or no expression of feeling or emotion on face or body | 0 | 1 | 2 |
| 3. | Undirected/random movements and sounds | 0 | 1 | 2 |
| 4. | A few signs of emotion but they are rare and repetitious | 0 | 1 | 2 |
| 5. | Subtle approaches when wants something | 0 | 1 | 2 |
| 6. | Communicates simply; points, pushes adult toward object | 0 | 1 | 2 |
| 7. | Moves adult to do bidding (turns hand on doorknob) | 0 | 1 | 2 |
| 8. | Protests/avoids items or task without indicating why | 0 | 1 | 2 |
| 9. | Asks for item/help without interest in person approached | 0 | 1 | 2 |
| 10. | Responds to requests, but without interest | 0 | 1 | 2 |

### 6. *Wolf Expressive and Receptive Language Checklist (WERLS)*

The ***WERLS*** allows the teacher to determine where the student's expressive and receptive language fits into a developmental hierarchy of skills. ***WERLS*** covers the developmental age range from birth to 10 years. It is most useful for preschool and early elementary school years students.

***Instructions:***

The teacher should have some acquaintance with the student's expressive and receptive speech and language abilities. First review the sections which are divided according to age ranges. Select the highest level section in which the student has acquired all skills. Check behaviors shown until you reach a section where the student shows none of the described behaviors. There is space for ratings during two time periods, and also for brief examples or comments. Begin intervention at earliest levels where the student has gaps in language abilities.

## WOLF EXPRESSIVE AND RECEPTIVE LANGUAGE CHECKLIST • (WERLS)

Student Name: _____ Birthdate: _____

Teacher: _____ School: _____

Observation Date ①: _____ Observation Date ②: _____

| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| ***Birth to 3 Months:*** | | | | | |
| • Makes small throaty noises | ___ | ___ | • Startle reflex to sudden loud noises | ___ | ___ |
| • Spontaneously crows or laughs | ___ | ___ | • Attends to voice with smiling and cooing | ___ | ___ |
| • Crying | ___ | ___ | • Reacts to sound of rattle | ___ | ___ |
| • Sound and vocalizations primarily reflexive | ___ | ___ | • Responds to bell | ___ | ___ |
| ***3 to 6 Months:*** | | | | | |
| • Chuckles | ___ | ___ | • Ceases activity when hears voices or sound | ___ | ___ |
| • Produces half of vowel sounds | ___ | ___ | • Turns to speaking voice | ___ | ___ |
| • Produces a few consonants | ___ | ___ | • Attends to person speaking in natural voice tone | ___ | ___ |
| • Babbles | ___ | ___ | | | |
| • Specific response to voice tones: | | | | | |
| Cries when hears angry voice | ___ | ___ | | | |
| Smiles, coos to nice voice | ___ | ___ | | | |
| ***6 to 12 Months:*** | | | | | |
| • Imitates speech sounds | ___ | ___ | • Locates source of sound | ___ | ___ |
| • Imitates sounds such as cough, tongue click | ___ | ___ | • Reacts to words and gestures (bye-bye) | ___ | ___ |
| • Mocks sound in environment | ___ | ___ | • Claps hands when asked | ___ | ___ |

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| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **6 to 12 Months (con't):** | | | | | |
| • Vocalizes 4 different syllables without particular meaning | ___ | ___ | • Responds to name | ___ | ___ |
| • Babbles to self in mirror | ___ | ___ | • Activity stops when hears "no-no" | ___ | ___ |
| • Lalling (movement of tongue with vocalization) | ___ | ___ | | | |
| • Vocalizes recognition | ___ | ___ | | | |
| • Waves "bye-bye" | ___ | ___ | | | |
| • Says "mama/dada" with meaning | ___ | ___ | | | |
| **12 to 18 Months:** | | | | | |
| • Begins to use first meaningful words (at least two by 15 months; 5 by 18 months) | ___ | ___ | • Indication of understanding inhibitions ("Stop what you are doing") | ___ | ___ |
| • Names one object | ___ | ___ | • Understands questions | ___ | ___ |
| • Will listen to and imitate words | ___ | ___ | • Gives several common objects on request ("Give me the car") | ___ | ___ |
| • Indicates wants by pointing and gesturing | ___ | ___ | • Responds to family names, bye-bye, kitty, ball | ___ | ___ |
| • Expressive jargon with voice inflections | ___ | ___ | • Shows interest in pictures | ___ | ___ |
| | | | • Listens to rhymes/songs for 2 to 3 minutes | ___ | ___ |
| | | | • Points to one named body part | ___ | ___ |
| **18 to 24 Months:** | | | | | |
| • Uses 10 to 20 definite words | ___ | ___ | • Identifies 1 to 3 objects from pictures | ___ | ___ |
| • Combines 2 words to form phrase | ___ | ___ | • Points to own facial features (eyes, nose) | ___ | ___ |
| • Names 3 pictures of known objects | ___ | ___ | • Understands simple question | ___ | ___ |
| • Asks for things with appropriate words | ___ | ___ | • Understands prohibitions (Stop before you begin) | ___ | ___ |
| • Jargon used conversationally | ___ | ___ | • Carries out 2 step directions with ball | ___ | ___ |



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| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **18 to 24 Months (con't):** | | | | | |
| • Attempts to sing | ___ | ___ | | | |
| • Refers to self by name | ___ | ___ | | | |
| • Imitates 2 to 4 words | ___ | ___ | | | |
| • Asks for food when hungry | ___ | ___ | | | |
| • Asks for water when thirsty | ___ | ___ | | | |
| **24 to 30 Months:** | | | | | |
| • Vocabulary of 20 to 50 words | ___ | ___ | • Understands directions to point to object or pictures (at least 7) | ___ | ___ |
| • 3 word simple sentences (incomplete grammatically but form complete thought, i.e. "want cookie.") | ___ | ___ | • Understands concept of more | ___ | ___ |
| • Identifies objects by name | ___ | ___ | • Brings named objects | ___ | ___ |
| • Beginning use of pronouns (I, me, you). May not be used correctly | ___ | ___ | • Responds correctly to "What do you hear with?" | ___ | ___ |
| • Words are spoken expressively using declarative or questioning intonation | ___ | ___ | • Understands 2 prepositions | ___ | ___ |
| **30 to 36 Months:** | | | | | |
| • Useful vocabulary of 50 or more words | ___ | ___ | • Identifies objects by use | ___ | ___ |
| • Words frequently added to vocabulary | ___ | ___ | • Understands concept of "one" | ___ | ___ |
| • Names common objects | ___ | ___ | • Understands more than 2 prepositions | ___ | ___ |
| • Uses plurals | ___ | ___ | • Enjoys listening to short story | ___ | ___ |
| • Uses words such as "Need, again, another" effectively | ___ | ___ | • Points to 6 body parts | ___ | ___ |
| • Spontaneous language may be repetitive | ___ | ___ | • Points to toy object by use, such as "We drink out of . . ." | ___ | ___ |
| • Pronouns I, me, you used correctly | ___ | ___ | | | |
| • Uses speech to assert self | ___ | ___ | | | |
| • Can repeat a two digit sequence i.e. 1-3, 7-4, etc. | ___ | ___ | | | |





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| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **30 to 36 Months (con't):** | | | | | |
| • Can tell name on request | — | — | | | |
| • Begins to use numbers 1 to 10 | — | — | | | |
| • Indicates refusal by: Shaking head "No" | — | — | | | |
| Saying "No" | — | — | | | |
| Asking for other materials | — | — | | | |
| • Names chair, key | — | — | | | |
| **36 to 42 Months:** | | | | | |
| • 200 or more recognizable words | — | — | • Follow 2 stage commands | — | — |
| • Four word sentences present (usually functionally if not grammatically complete) | — | — | • Points to 7 or more body parts | — | — |
| | | | • Listens when reasoned with | — | — |
| • Increasing command of language with more fluency and greater confidence | — | — | • Listens with interest to adult conversation | — | — |
| • Primarily uses noun and verbs in sentences | — | — | • Increased interest in understanding new words such as surprise, secret, etc. | — | — |
| • Uses past tense | — | — | | | |
| • Tells use of object | — | — | • Increasing attention span when listening to stories | — | — |
| • Answers simple questions | — | — | • Knows sex (Are you a boy or a girl?) | — | — |
| • Forms unsolicited question | — | — | | | |
| • Answers negative statements | — | — | | | |
| • Says a few nursery rhymes | — | — | | | |
| • Labels own products | — | — | | | |
| • Can name own scribbled picture | — | — | | | |
| • Use "I" for self reference | — | — | | | |
| • Can make statements such as "I don't know" | — | — | | | |
| • Makes reference to Mother | — | — | | | |
| • Relates simple, recent experience | — | — | | | |
| • Verbalizes opposites | — | — | | | |



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| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **42 to 48 Months:** | | | | | |
| • Complete sentences used consistently | ___ | ___ | • Has concept of animals toys, food | ___ | ___ |
| • Speech forthright, tends to engage in short conversation, yes, no, etc. | ___ | ___ | • Grasps number concept of 2 | ___ | ___ |
| • Repeats three-digit sequence, 4-6-1, 7-4-9 | ___ | ___ | • Comprehends "What do you do when you are hungry?" | ___ | ___ |
| • Signs simple song | ___ | ___ | • Identifies three colors: "Show me the blue." | ___ | ___ |
| **4 to 5 Years:** | | | | | |
| • 1,000 word vocabulary | ___ | ___ | • Carries out 3 stage command | ___ | ___ |
| • Speech is 90% intelligible | ___ | ___ | • Can understand most prepositions | ___ | ___ |
| • May use 5 to 8 word sentences | ___ | ___ | • Concepts of differences such as opposites | ___ | ___ |
| • Can repeat a 5 word sentence | ___ | ___ | • Comprehends simple conversation on familiar topics | ___ | ___ |
| • Produces all vowels | ___ | ___ | • Listens to stories with enthusiasm and sustained interest | ___ | ___ |
| • Can whisper | ___ | ___ | • Will recognize voices of familiar television characters | ___ | ___ |
| • Can increase loudness of voice | ___ | ___ | | | |
| • Uses following consonants correctly: p,t,k,b,d,g,m,n,h,w,f | ___ | ___ | | | |
| • Uses adjectives, such as "strong", "new", "different" | ___ | ___ | | | |
| • Tells actions in pictures | ___ | ___ | | | |
| • Can change voice to faster rate | ___ | ___ | | | |
| • Asks many questions beginning "what", "where" | ___ | ___ | | | |
| • Counts three objects | ___ | ___ | | | |
| • Talks to self mostly about present, may be make believe activity | ___ | ___ | | | |
| • Relates experiences, describes activities | ___ | ___ | | | |
| • Can relate fanciful stories | ___ | ___ | | | |
| • Profanity, verbal play about elimination | ___ | ___ | | | |

| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **4 to 5 Years (con't):** | | | | | |
| • Calls names, threatens, uses slang | ___ | ___ | | | |
| • Likes nonsense words, silly language and rhyming | ___ | ___ | | | |
| • Many grammatical mistakes and misuse of words | ___ | ___ | | | |
| • Questions using words such as "You tell me". | ___ | ___ | | | |
| "Brother is a boy, sister is a. . . " | ___ | ___ | | | |
| **5 to 6 Years:** | | | | | |
| • 2,000 word vocabulary | ___ | ___ | • Increase in comprehension; does best on topics within own experience | ___ | ___ |
| • Gives and receives information | ___ | ___ | • Follows a sequence of 4 directions or 4 step command | ___ | ___ |
| • Speech 90-100% intelligible | ___ | ___ | • Sometimes confuses fact and fantasy | ___ | ___ |
| • Speaks fluently and correctly except for some substitutions or distortions of f, s, sh, th, r, l | ___ | ___ | • Defines words in terms of use | ___ | ___ |
| • Increasing use of complex and compound sentences | ___ | ___ | • Links past and present events | ___ | ___ |
| • Describes objects in pictures | ___ | ___ | • Labels at least six colors | ___ | ___ |
| • Spontaneously tries to use new and larger words | ___ | ___ | • Can give penny, nickel, dime | ___ | ___ |
| • Gives age, birthday, address | ___ | ___ | • Concept of telephone use | ___ | ___ |
| • Completes basic mastery of syntax | ___ | ___ | • Understands abstract related to feelings they have had | ___ | ___ |
| • Grammar is reasonably accurate. Uses one or two inaccurate forms | ___ | ___ | • Listens to long stories | ___ | ___ |
| • Asks innumerable questions | ___ | ___ | • Perceives differences in concrete events | ___ | ___ |
| • Tells long stories | ___ | ___ | | | |
| • Uses reflexive and passive voice in conversation (e.g. "He washed himself.", "Jim got spanked.") | ___ | ___ | | | |
| • Employs such grammatical forms as conjunctions, relative clause and adverb expletive | ___ | ___ | | | |



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| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| **5 to 6 Years (con't):** | | | | | |
| • Begins use of language in thoughtful ways, e.g., "I think", "That's easy". | ___ | ___ | | | |
| • Is capable of making generalizations | ___ | ___ | | | |
| • Relates past and present events well | ___ | ___ | | | |
| • Language can be used expressively, calls names, threatens, contradicts, argues | ___ | ___ | | | |
| • Uses telephone | ___ | ___ | | | |
| • May be non-fluencies, especially boys | ___ | ___ | | | |
| **6 to 7 Years:** | | | | | |
| • 2,200 word vocabulary | ___ | ___ | • Comprehends meaning of 4000 words | ___ | ___ |
| • Uses -ing endings, present and past tense verbs, modals "want", "will", "may" | ___ | ___ | • Understands seasons of year | ___ | ___ |
| | | | • Some use of pictorial dictionary | ___ | ___ |
| • Present modals, "must" and "shall" | ___ | ___ | • More extensive reading and silent verbal planning | ___ | ___ |
| • Uses secondary verbs, e.g. infinitive, gerund, participle | ___ | ___ | • Recognizes all coins | ___ | ___ |
| • "Wh" questions, i.e. "who", "what", "which", "where", "what if?" | ___ | ___ | | | |
| • Other question words, "How many?", "How come . . . ?" | ___ | ___ | | | |
| • Has command of every form of sentence structure | ___ | ___ | | | |
| • Defines "orange", "envelope" | ___ | ___ | | | |
| **7 to 8 Years:** | | | | | |
| • Uses 2,500 to 2,800 words | ___ | ___ | • Understands 6,000 to 8,000 words | ___ | ___ |
| • Has sentence length up to 8 words | ___ | ___ | • Reads simple books with interest | ___ | ___ |
| | | | • Begins to understand cause and effect relationship | ___ | ___ |
| • Talks a great deal | ___ | ___ | | | |

| EXPRESSIVE | ① | ② | RECEPTIVE | ① | ② |
|---|---|---|---|---|---|
| ***7 to 8 Years (con't):*** | | | | | |
| • Exaggerates/boasts/tells tall tales | ___ | ___ | • Can recall details of poem or story heard | ___ | ___ |
| • Uses language fluently, similar to adult | ___ | ___ | | | |
| • Can give similarities and differences between simple objects | ___ | ___ | | | |
| • Verbalizes ideas and problems | ___ | ___ | | | |
| • Correctly articulates z, sh, lz, fr, and kt | ___ | ___ | | | |
| • True communication; shares ideas | ___ | ___ | | | |
| ***8 to 10 Years:*** | | | | | |
| • Sentence length at maximum with use of both simple and complex types evident | ___ | ___ | • Will select variety of books to read on own | ___ | ___ |
| • Language used more as a tool, less for its own sake | ___ | ___ | • Can identify most simple words in context and a number of words out of context | ___ | ___ |
| • Writes out lists and plans | ___ | ___ | • Watches and understands feature stories on T.V. | ___ | ___ |
| • Uses language to express subtle and refined emotions | ___ | ___ | | | |



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## 7. *Student Educational Assessment Screening (SEAS)*

The ***Student Educational Assessment Screening (SEAS)*** is a developmental assessment tool designed for use by regular classroom teachers as a criterion referenced tool to identify students, pre-school through grade 9, who may be in need of intervention as a result of mild to moderate disabilities in the following behavior and skill areas:

- **Social/Emotional**

  Functioning in self-development and interpersonal relationships.

- **Gross and Fine Motor**

  The students' ability to control large and small muscle movements.

- **Language Development**

  The students' ability to hear, comprehend, speak and write.

- **Auditory and Visual Perception**

  The students' ability to encode and decode auditory and visual stimuli.

- **Self-help**

  The students' ability to perform personal management skills.

- **Academic/Cognitive**

  Functioning in reading and mathematics.

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***Steps for Administering the SEAS***

1. Assess the individual student for each skill area that is appropriate.

2. Items are scored by circling "+" if the student shows ability to perform the item, and "-" if the student fails to perform the described skill.

   - A "+" constitutes a student passing 4 out of 6 items within designated age range
   - A "-" constitutes a student failing 3 or more items within a designated age range

3. Begin assessing the student one year below his or her age range and work up: continue to test until there are 3 failures in the age or grade range being assessed.

   If the student fails the 3 items within his age/grade range, move back one level to begin the assessment.

   Begin assessing students over 8 years of age at the perceived level of student mastery in the motor and/or perceptual areas.

This assessment tool is to be completed during one sitting based on the teacher's experience immediately prior to the time ***SEAS*** is completed. The pass/fail may be determined in three ways:

1. From the teacher's knowledge that the student is or is not capable of performing an item.
2. From consultation with the parent or other person familiar with the student (i.e. age level 6 to 7 in Self-help - "bathes self")
3. From presentation of the assessment item to the student.

Observations by the tester should be noted on the back of the test form. Observations may include information such as the child's overall behavior.

*If, after administering **SEAS**, the teacher perceives the student as having a mild to moderate disability in one or more of the areas covered, the student should be referred for a more intensive study to determine appropriate intervention. Such intervention may include support to the student in the regular classroom by a consultant or other available services. Information obtained by the regular classroom teacher through the use of **SEAS** can provide assistance in the referral, assessment and intervention process.*



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## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

Student Name: _____ Birthdate: _____ Assessment Date: _____

School: _____ Teacher: _____

Comments: _____

_____

_____

Social/emotional behaviors listed in each section are those appropriate for that age range. A plus (+) indicates the behavior is demonstrated by the student much of the time. A minus (-) indicates a behavior is seldom or never seen and thus not characteristic of the student.

***SOCIAL/EMOTIONAL***

***Age Level***

| | | | |
|---|---|---|---|
| **2 to 3 Years:** | + | - | Expresses sense of ownership; "It's mine" |
| ❑ | + | - | Participates in parallel or solitary play |
| | + | - | Helps put things away |
| | + | - | Waits turn |
| | + | - | Tries to please |
| | + | - | Associative play replaces parallel play |
| **4 to 5 Years:** | + | - | Plays cooperatively |
| ❑ | + | - | Seeks out peers for play |
| | + | - | Separates from mother easily |
| | + | - | Enjoys competitive games |
| | + | - | Likes dramatic play |
| | + | - | Accepts adult help and supervision |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

### SOCIAL/EMOTIONAL

*Age Level*

| | | | |
|---|---|---|---|
| **6 to 7 Years:** | + | - | Plays simple table games, marbles, dominoes. |
| ❑ | + | - | Is trusted with money |
| | + | - | Assertive |
| | + | - | Exercises control of voice and temper |
| | + | - | Considerate of others |
| | + | - | Enjoys movies, myths, fairytales, comics, etc. |
| **8 to 10 Years:** | + | - | Shows capacity for self-evaluation |
| ❑ | + | - | Takes part in competitive games; can lose with grace |
| | + | - | Self motivated |
| | + | - | Accepts blame |
| | + | - | Describes self as "pretty good" |
| | + | - | Tries to live up to group standards; criticizes those who do not |
| **11 to 13 Years:** | + | - | Cares for self or others |
| ❑ | + | - | Confides secrets to friends |
| | + | - | Tries to understand own thoughts and moods |
| | + | - | Tries to win approval of friends |
| | + | - | Understands and follows rules/methods of scoring |
| | + | - | Sometimes likes to be alone |
| **14 to 15 Years:** | + | - | Compares/matches with others |
| ❑ | + | - | Anxious to be liked by friends |
| | + | - | Self-assured |
| | + | - | Prefers friends to family |
| | + | - | Follows current events with interest and continuity |
| | + | - | Searches for self in relation to own ideals as well as what others think of these |



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## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

In the area of fine and gross motor skills the upper level of *SEAS* is age eight. By then the student has reached the point developmentally where he or she has sufficient coordination to perform tasks adequately for most school related activities. If a student can perform all of the listed tasks at age level it is not likely a motor deficit is present. If a student older than eight years shows deficits on any of the skills listed, it would indicate a need for more intensive study in this area.

***GROSS MOTOR***

***Age Level***

| | | | |
|---|---|---|---|
| **2 to 3 Years:** | + | - | Throws ball without direction |
| ❑ | + | - | Jumps with both feet |
| | + | - | Walks on a line |
| | + | - | Walks backward |
| | + | - | Walks on tiptoe |
| | + | - | Walks up and down stairs using handrail without aid of adult |
| **4 Years:** | + | - | Walks up stairs, one foot on each step |
| ❑ | + | - | Throws a ball with direction |
| | + | - | Stands on one foot without aid |
| | + | - | Pedals tricycle |
| | + | - | Swings on swing independently |
| | + | - | Slides on slide |
| **5 to 6 Years:** | + | - | Skips on alternate feet |
| ❑ | + | - | Jumps rope rhythmically |
| | + | - | Balances on tiptoe |
| | + | - | Hops without aid |
| | + | - | Running is smooth |
| | + | - | Catches ball in arms |
| **7 to 8 Years:** | + | - | Movement is rhythmical and graceful |
| ❑ | + | - | Runs swiftly on balls of feet. |
| | + | - | Taps floor alternating feet |
| | + | - | Crouches on tiptoe |
| | + | - | Stands on one foot with eyes closed |
| | + | - | Balance and rhythm are good |

**STUDENT EDUCATIONAL ASSESSMENT SCREENING**
**(SEAS)**

***FINE MOTOR***

***Age Level***

| | | | |
|---|---|---|---|
| **2 to 3 Years:** | + | - | Fills and dumps containers with sand |
| ❑ | + | - | Strings large beads |
| | + | - | Copies circle on a paper |
| | + | - | Turns pages one at a time |
| | + | - | Holds crayons with fingers, not fists |
| | + | - | Scribbles spontaneously |
| **3 TO 4 Years:** | + | - | Cuts with scissors |
| ❑ | + | - | Copies a cross on paper |
| | + | - | Imitates building a bridge with cubes |
| | + | - | Puts 6 round pegs in round holes on pegboard |
| | + | - | Drives nail and pegs |
| | + | - | Picks up pin, thread, etc. with each eye separately covered |
| **5 to 6 Years:** | + | - | Grasps and releases objects directly |
| ❑ | + | - | Draws within a small area |
| | + | - | Imitates folding and creasing paper three times |
| | + | - | Draws person with 3 parts |
| | + | - | Pincer grasp established |
| | + | - | Uses scissors and attempts to cut on a straight line |
| **7 to 8 Years:** | + | - | Well developed small muscles |
| ❑ | + | - | Well developed eye-hand coordination |
| | + | - | Writes competently |
| | + | - | Presses hard while writing |
| | + | - | Makes simple, recognizable drawings |
| | + | - | Ties bow |

**STUDENT EDUCATIONAL ASSESSMENT SCREENING**
**(SEAS)**

***RECEPTIVE SPEECH AND LANGUAGE***

***Age Level***

| | | | |
|---|---|---|---|
| **2 Years:** | + | - | Understands concept of "one" |
| ❑ | + | - | Understands simple prepositions |
| | + | - | Responds to name |
| | + | - | Follows directions to point to objects or pictures |
| | + | - | Understands concept of "more" |
| | + | - | Brings objects when they are named |
| **3 Years:** | + | - | Points to body parts |
| ❑ | + | - | Follows two-stage command |
| | + | - | Identifies 3 colors: "Show me the blue" |
| | + | - | Knows concepts of animals,toys, food |
| | + | - | Grasps number concept of 2 |
| | + | - | Listens when reasoned with |
| **4 to 5 Years:** | + | - | Understands some abstract words |
| ❑ | + | - | Carries out 4 stage command |
| | + | - | Concepts of differences such as opposites |
| | + | - | Comprehends more of adult conversations |
| | + | - | Listens to stories with sustained interest and enjoyment |
| | + | - | Links past and present events |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***RECEPTIVE SPEECH AND LANGUAGE***

***Age Level***

| | | | |
|---|---|---|---|
| **6 to 8 Years:** | + | - | Identifies the main idea |
| ❑ | + | - | Understands seasons of year |
| | + | - | Identifies a complete thought |
| | + | - | Describes a sequence of ideas |
| | + | - | Recalls the details of an oral poem or story |
| | + | - | Identifies an event that occurred at a specific time in a story |
| **9 to 11 Years:** | + | - | Describes inferred meanings from contextual clues |
| ❑ | + | - | Identifies standards of a good listener |
| | + | - | Describes how pitch is used |
| | + | - | Identifies compound words |
| | + | - | Enjoys listening to radio and TV programs and going to movies |
| | + | - | Compares programs listened to with programs reported by friends |
| **12 to 14 Years:** | + | - | Distinguishes fact from opinion |
| ❑ | + | - | Constructs notes from information heard |
| | + | - | Orders main points given in a listening situation |
| | + | - | Evaluates own listening skills |
| | + | - | Follows directions containing at least 5 steps |
| | + | - | Constructs at least 5 questions or comments pertinent to the listening situation or topic |

**STUDENT EDUCATIONAL ASSESSMENT SCREENING**
**(SEAS)**

***EXPRESSIVE SPEECH AND LANGUAGE***

***Age Level***

**2 Years:**

- ❑ + - Pronouns such as I, me, you used correctly
- ❑ + - Identifies objects by name
- ❑ + - Uses three-word simple sentences such as, "I want ball"
- ❑ + - Tells name on request
- ❑ + - Uses plurals
- ❑ + - Repeats a two-digit sequence, 1 - 3, 7 - 4, etc.

**3 Years:**

- ❑ + - Gives use of object
- ❑ + - Answers simple questions
- ❑ + - Uses past tense
- ❑ + - Can tell you someone's sex
- ❑ + - Sings simple song
- ❑ + - Repeats a three-digit sequence, 3 - 6 - 2, etc.

**4 to 5 Years:**

- ❑ + - Can define simple words
- ❑ + - Gives home address, age and birthday
- ❑ + - Uses sentence of 5 or more words
- ❑ + - Repeats a 5 word sentence.
- ❑ + - Asks many questions beginning "What," "Where"
- ❑ + - Verbalizes opposites



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## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

### *EXPRESSIVE SPEECH AND LANGUAGE*

***Age Level***

| | | | |
|---|---|---|---|
| **6 to 8 Years:** | + | - | Makes a simple introduction and greeting |
| ❑ | + | - | Describes familiar helpers in their environment. |
| | + | - | Orders ideas in sequence |
| | + | - | Verbalizes ideas and problems |
| | + | - | Speaks clearly and distinctly |
| | + | - | Demonstrates good dramatization techniques |
| **9 to 11 Years:** | + | - | Identifies simple words in context and a number of words out of context |
| ❑ | + | - | Presents book reports orally |
| | + | - | Writes or states lists and plans |
| | + | - | Constructs a summary for a story |
| | + | - | Uses language to express subtle and refined emotions |
| | + | - | Uses figurative language |
| **12 to 14 Years:** | + | - | Presents an extemporaneous 3 -5 minute speech |
| ❑ | + | - | Can conduct a simple interview |
| | + | - | Has effective speaking techniques when reading aloud |
| | + | - | Asks pertinent, valid questions |
| | + | - | Gives clear, concise directions, explanations |
| | + | - | Applies rules for speaking in person or group conversation |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

This area covers both the physical act of writing and the ability to construct a document using the writing process. It does not include documents constructed on a word-processing program because some of the skills are inherent in the computer and this instrument is concerned with the skill of the student.

***WRITING***

***Age Level***

| | | | |
|---|---|---|---|
| **4 to 5 Years:** | + | - | Frequently copies from left to right with no reversals |
| ❑ | + | - | Prints first name in capitals |
| | + | - | Prints simple words |
| | + | - | Prints on page at random |
| | + | - | May try to print name on own |
| | + | - | Copies a square and a cross from sample |
| **6 to 8 Years:** | + | - | Good spacing of words, sentences, paragraphs |
| ❑ | + | - | Written uniform numbers |
| | + | - | Corrects reversals |
| | + | - | Prints or writes words or sentences in capital and small letters |
| | + | - | Writes some words |
| | + | - | Prints first and last names using large, uneven letters |
| **9 to 11 Years:** | + | - | Writes an outline |
| ❑ | + | - | Identifies paragraph designs and structure |
| | + | - | Writes a book report |
| | + | - | Applies rules for capitalizing, abbreviations or proper nouns |
| | + | - | Writes a business letter, friendly letter |
| | + | - | Applies rules for making words plural by changing f to v |
| **12 to 14 Years:** | + | - | Writes a 4 or 5 page handwritten report |
| ❑ | + | - | Writes unified, coherent paragraphs applying elements of good paragraph development |
| | + | - | Applies the rules of correct verb usage |
| | + | - | Constructs a paragraph according to time order or order of importance |
| | + | - | Constructs compound sentences |
| | + | - | Constructs a paragraph using topic sentences and supporting sentences |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

### *AUDITORY PERCEPTION*

***Age Level***

| | | | |
|---|---|---|---|
| **2 to 3 Years:** | + | - | Repeats nursery rhymes |
| ❑ | + | - | Names 6 body parts on request |
| | + | - | Uses reflective pronouns (I cut myself) |
| | + | - | Forms plural nouns by adding /s/ or /es/ |
| | + | - | Repeats tapped rhythms |
| | + | - | Listens to musical instruments |
| **4 to 5 Years:** | + | - | Discriminates between beginning and final sounds of spoken words |
| ❑ | + | - | Notes likenesses and differences in the sounds of words |
| | + | - | Identifies words that rhyme |
| | + | - | Follows 3 stage command |
| | + | - | Works automatically and accurately with prepositions |
| | + | - | Recognizes differences between sounds of varying intensity, pitch and quality (pleasant-unpleasant) |
| **6 to 7 Years:** | + | - | Organizes and classifies information |
| ❑ | + | - | Associates spoken words with pictures |
| | + | - | Matches spoken words with printed words |
| | + | - | Anticipates closure in speech of others |
| | + | - | Pays attention when there is noise in the room |
| | + | - | Identifies beginning, medial and final sound in spoken words |

**STUDENT EDUCATIONAL ASSESSMENT SCREENING**
**SEAS**

***VISUAL PERCEPTION***

***Age Level***

| | | | |
|---|---|---|---|
| **2 to 3 Years:** | + | - | Identifies 3 same/different items from pictures |
| ❑ | + | - | Traces cross and diamond |
| | + | - | Matches 2 or 3 primary colors |
| | + | - | Matches familiar objects |
| | + | - | Points out longer of 2 lines |
| | + | - | Recognizes self in mirror |
| **4 to 5 Years:** | + | - | Demonstrates understanding of left to right progression |
| ❑ | + | - | Identifies and matches capital and lower case letters |
| | + | - | Hand dominance is established |
| | + | - | Recognizes likenesses and differences in colors, shapes and pictures |
| | + | - | Names missing part of picture |
| | + | - | Identifies and names colors, shapes and pictures |
| **6 to 7 Years:** | + | - | Corrects reversals |
| ❑ | + | - | Pictures are in good proportion and demonstrate perspective in drawing |
| | + | - | Matches capital letters and corresponding lower case letters |
| | + | - | Tells similarities or differences among several pictures and shapes |
| | + | - | Distinguishes right and left on self but not on others. |
| | + | - | Copies vertical and horizontal diamonds |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***SELF-HELP SKILLS***

***Age Level***

**2 to 3 Years:**
- ❑ Wipes up spilled liquids
- ❑ Feeds self without help
- Toilet trained
- Drinks from cup without spilling
- Dries own hands
- Puts on coat or dress unassisted

**4 to 5 Years:**
- Places belongings in a designated place
- ❑ Buttons clothing
- Cares for self at toilet
- Uses appropriate procedures - sitting, biting, chewing, drinking, cleaning up
- Dresses self but cannot tie
- Washes face and hands

**6 to 7 Years:**
- Washes hands and face before meals
- ❑ Dresses without help
- Uses eating utensils with ease
- Combs and brushes hair
- Bathes self
- Uses appropriate vocabulary to communicate toilet needs



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## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***SELF-HELP SKILLS***

***Age Level***

| | | | |
|---|---|---|---|
| **9 to 10 Years:** | + | - | Selects appropriate clothes for wear |
| ❑ | + | - | Uses appropriate table manners |
| | + | - | Good control of eating utensils |
| | + | - | Cuts meat with a knife |
| | + | - | Chooses correct clothes for the weather |
| | + | - | Keeps fingernails clean |
| **11 to 13 Years:** | + | - | Beginning to use cosmetics |
| ❑ | + | - | Appearance of hair is important |
| | + | - | Interest in personal appearance increases |
| | + | - | Improves care of fingernails and teeth |
| | + | - | Interest in style, fit and matching of clothes |
| | + | - | Has definite ideas about what he/she will or will not wear |
| **14 to 16 Years:** | + | - | Responsible about personal cleanliness |
| ❑ | + | - | Cares for teeth, nails, bathing |
| | + | - | Cares for personal belongings and dresses appropriately |
| | + | - | Takes real pleasure in certain special articles of clothing |
| | + | - | Applies deodorant |
| | + | - | Cleans and polishes footwear |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***COGNITIVE • READING***

| *Age Level* | | | |
|---|---|---|---|
| 5 to 6 Years | + | - | Re-tells a story that has been heard in correct sequence |
| ❑ | + | - | Associates beginning consonant sounds with the appropriate printed symbol |
| | + | - | Reads familiar words in which the suffixes -s, -es, -d, -ed, -ing have been added |
| | + | - | Demonstrates left to right progression as a learned habit |
| | + | - | Recalls events in stories, poems and rhymes |
| | + | - | Uses punctuation marks as clues to comprehension and interpretation |
| 6 to 7 Years | + | - | Identifies the main idea of a selection |
| ❑ | + | - | Alphabetizes words by the first letter |
| | + | - | Uses the table of contents to locate stories |
| | + | - | Reads without lip movement and vocalization during silent reading |
| | + | - | Holds the sequence of ideas and events in mind |
| | + | - | Locates books that have been arranged according to topic |
| 7 to 8 Years | + | - | Uses context clues in recognition of unfamiliar words |
| ❑ | + | - | Identifies related ideas based on materials read |
| | + | - | Anticipates outcomes of stories |
| | + | - | Locates answers to questions in a story |
| | + | - | Identifies entry words in glossaries and dictionaries |
| | + | - | Reads at independent level with fluency and few regressions |
| 8 to 9 Years | + | - | Uses phonetic clues to accent unfamiliar words correctly |
| ❑ | + | - | Identifies the main topic and sub-topics of a selection |
| | + | - | Alphabetizes by first, second, and third letters |
| | + | - | Skims passages for a specific idea |
| | + | - | Uses word attack skills of configuration, picture association, context clues and syllabification |
| | + | - | Supports reasons for conclusions drawn from reading |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***COGNITIVE • READING***

***Age Level***

| | | | |
|---|---|---|---|
| 9 to 10 Years ❑ | + | - | Compares characters among several stories |
| | + | - | Alphabetizes to the fourth letter |
| | + | - | Adjusts rate of reading to type of material, difficulty of material and purpose of reading |
| | + | - | Makes word and topic outlines |
| | + | - | Detects errors in conclusions |
| | + | - | Uses guide words in dictionary to locate words |
| 10 to 11 Years ❑ | + | - | Recognizes the difference between realistic and imaginative context |
| | + | - | Estimates the location of a word in the dictionary by using an approximate division of the dictionary in thirds |
| | + | - | Uses the dictionary to choose the specific meaning which best fits the context |
| | + | - | Grasps the relationship of sentences to the paragraph |
| | + | - | Uses card catalog to locate information |
| | + | - | Summarizes an article or story |
| 11 to 14 Years ❑ | + | - | Understands inferential ideas from context |
| | + | - | Reads and understands word variants composed of root words, prefixes and suffixes |
| | + | - | Identifies the author's point of view of material |
| | + | - | Follows printed directions |
| | + | - | Identifies the development of the plot of a story |
| | + | - | Uses note-taking for pertinent information |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***COGNITIVE • MATHEMATICS***

| *Age Level* | | | |
|---|---|---|---|
| **5 to 6 Years** | + | - | Matches two sets using one-to-one correspondence |
| ❑ | + | - | Identifies equivalent parts of a whole (halves, thirds, fourths) using objects |
| | + | - | Reads and writes any numeral zero through 50 |
| | + | - | Identifies the hour on a clock face |
| | + | - | Identifies ordinal numbers first through tenth |
| | + | - | Identifies sets of ten or less that are non-equivalent |
| **6 to 7 Years** | + | - | Names the number that comes before any number from 1 through 100 |
| ❑ | + | - | Identifies one-third of a whole using physical objects |
| | + | - | Identifies sets of 100 |
| | + | - | Identifies units of liquid measure |
| | + | - | Counts the members of a set containing 200 or fewer numbers |
| | + | - | Identifies equivalent parts of a set of 12 |
| **7 to 8 Years** | + | - | Identifies the missing number in sequence |
| ❑ | + | - | Identifies the numbers 2/2, 3/3, 4/4 and 8/8 as equivalent of 1 |
| | + | - | Writes any three-digit numeral |
| | + | - | Identifies the months in sequence |
| | + | - | Matches two fractions that are equivalent |
| | + | - | Identifies different names for the same number |
| **8 to 9 Years** | + | - | Identifies ordinal numbers as they are used in context |
| ❑ | + | - | Identifies and interprets the terms of a fraction |
| | + | - | Reads and writes whole numbers through ten thousands place |
| | + | - | Identifies time by the minute on clock face |
| | + | - | Identifies whole numbers that are divisible by 2 |
| | + | - | Determines "greater than," or "less than": for whole numbers through 9,999 |

## STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)

***COGNITIVE • MATHEMATICS***

***Age Level***

| | | | |
|---|---|---|---|
| **9 to 10 Years** | + | - | Identifies the common multiple of two given numbers |
| ❑ | + | - | Distinguishes between like and unlike fractions |
| | + | - | Gives names of five-digit numbers in various ways |
| | + | - | Converts a given measurement to a related standard unit |
| | + | - | Identifies and names the least common multiple for two given numbers |
| | + | - | Rounds off a four-digit number to the nearest thousand |
| **10 to 11 Years** | + | - | Identifies the set of prime numbers less than 100 |
| ❑ | + | - | Determines whether the product of a fraction will be less than or greater than one |
| | + | - | Rounds off a seven-digit number to the nearest million |
| | + | - | Compares a centimeter with an inch |
| | + | - | Identifies and writes Roman numerals as Arabic numerals |
| | + | - | Divides and multiplies by two-digit numbers |
| **11 to 12 Years** | + | - | Counts and regroups in bases other than ten |
| ❑ | + | - | Solves verbal problems using the four fundamental operations with whole numbers |
| | + | - | Identifies and uses ratio in appropriate situations |
| | + | - | Determines the perimeter of a figure by measuring and computing |
| | + | - | Rounds off numbers to a specified place value |
| | + | - | Multiplies common fractions |
| **12 to 13 Years** | + | - | Illustrates and uses percents in graphs |
| ❑ | + | - | Performs the fundamental operations with integers |
| | + | - | Writes base ten numerals in expanded notation |
| | + | - | Understands the meaning and calculation of the square root of a number by using a table |
| | + | - | Subtracts whole numbers up to seven digits with regrouping |
| | + | - | Reads and writes decimal numerals through ten-thousanths |



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**STUDENT EDUCATIONAL ASSESSMENT SCREENING (SEAS)**

***COGNITIVE • MATHEMATICS***

***Age Level***

| | | | |
|---|---|---|---|
| 13 to 14 Years ❑ | + | - | Understands the laws of probability and situations in which they apply |
| | + | - | Reads and writes numerals up to and including billions |
| | + | - | Recognizes and uses the commutative, associative and distributive properties appropriately |
| | + | - | Identifies and uses common fractional equivalent for percents |
| | + | - | Uses mathematical skills and concepts essential to elementary applications of consumer buying, savings and income taxes |
| | + | - | Has a good grasp of elementary algebra, geometry and trigonometry |

## E. TEMPERAMENT AND BEHAVIOR DISORDERS

### 1. *Student Learning Styles • A Teacher's Guide*

Teachers are increasingly aware that some students who are underachieving do not have a deep seated learning or behavior problem but are more likely exhibiting "individual differences" in learning style and temperament. This may take the form of a modality preference, a difference in the way they process information and the way their personality influences their adaptation in the classroom. If such differences are not recognized and addressed, it is possible the student may develop more severe learning and adjustment problems.

If a student is not learning as well as the other students, try to conceptualize a different approach. We suggest (1) a conference with the family to see what the student's interests are at home and what management style works best there, and (2) informal observations of the student at work and play using the checklist that follows. It is important to remember that students may have any combination of the styles below, may behave differently depending on the situation, and can change over time.

## STUDENT LEARNING STYLES CHECKLIST

Student Name: _____ Class: _____ Date: _____

| AREAS | OBSERVABLE BEHAVIOR |
|---|---|
| Modality (Preferred sensory channel) | ❑ Auditorily inclined<br>• Learns best from listening<br>• Enjoys word games, talking |
| | ❑ Visually inclined<br>• Learns better when examines, reads<br>• Likes visuals, pictures, slides |
| | ❑ Tactile/kinesthetically inclined<br>• Needs to feel and move objects |
| Rate | ❑ Slow • Takes time, careful, a part at a time |
| | ❑ Rapid • Impatient, likes to move fast |
| Group Size | ❑ Attends/learns better in one-on-one setting |
| | ❑ Learns best in small group |
| | ❑ Prefers large group |
| Structure | ❑ Requires structure/tight scheduling<br>• Needs clear expectations |
| | ❑ Prefers unstructured/self-directed<br>• Likes surprises |
| Stimulation | ❑ Works well in noise and confusion |
| | ❑ Must have quiet, neat surroundings |
| Activity Level | ❑ Learns best through active involvement/doing |
| | ❑ Does best when studies, contemplates, has time to think about things |
| Level of abstraction | ❑ Concrete/must be shown |
| | ❑ Abstract/imaginative |
| Personality Type | ❑ Outgoing • Likes groups, performing |
| | ❑ Shy • Likes to be quiet, alone |

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## 2. *Wolf Student Behavior Screening (WSBS)*

This ***Student Behavior Screening Checklist*** has been designed to enable the classroom teacher to make a quick assessment of the student's behavior in various areas related to school success.

***Directions:***

Put a check in the column which best describes the student's behavior for each of the 40 items listed.

***To Obtain a Score:***

Count as follows:

1 point = Rarely
2 points = Occasionally
3 points = About Half Time
4 points = Often
5 points = Almost Always

***To Form A Profile:***

Join the checks.

***Please Note:***

*This is not a formal score. It will allow the teacher to compare students, or see how an individual student may change over a course of time.*

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## WOLF STUDENT BEHAVIOR SCREENING

Student Name: _____ Date of Screening: _____ Birthdate: _____

School: _____ Teacher: _____ Class: _____

| SOCIAL SKILLS: | Rarely | Occa-sionally | About Half Time | Often | Almost Always |
|---|---|---|---|---|---|
| 1. Shows consideration for others | | | | | |
| 2. Awareness of appropriate appearance | | | | | |
| 3. Uses utensils and napkin appropriately during meals | | | | | |
| 4. Interested in good grooming | | | | | |
| 5. Waits turn before speaking | | | | | |
| 6. Pride in own possessions | | | | | |
| 7. Enjoys parties and trips | | | | | |
| 8. Sits quietly on bus or during special programs | | | | | |
| 9. Understands and helps others with problems | | | | | |
| 10. Appreciates art, music, drama | | | | | |
| *Total Social Skills Score* | | | | | |

| SELF-CONCEPT: | Rarely | Occa-sionally | About Half Time | Often | Almost Always |
|---|---|---|---|---|---|
| 1. Seems relaxed and secure | | | | | |
| 2. Appears happy | | | | | |
| 3. Has varied interests | | | | | |
| 4. Is self-confident in area of strengths | | | | | |
| 5. Works to compensate for weaknesses | | | | | |
| 6. Willing to compete | | | | | |
| 7. Accepts responsibility for actions | | | | | |
| 8. Expresses feelings in positive ways | | | | | |
| 9. Careful of possessions and property | | | | | |
| 10. Exhibits drive for mastery | | | | | |
| *Total Self-Concept Score* | | | | | |

| RELATIONSHIP WITH TEACHER AND PEERS: | Rarely | Occa-sionally | About Half Time | Often | Almost Always |
|---|---|---|---|---|---|
| 1. Appropriately initiates interaction | | | | | |
| 2. Works to gain teacher's approval | | | | | |
| 3. Shares and cooperates with peers | | | | | |
| 4. Well received by classmates | | | | | |
| 5. Outgoing and communicative in group | | | | | |
| 6. Positive work and play with peers | | | | | |
| 7. Shows leadership ability | | | | | |
| 8. Accepts criticism well | | | | | |
| 9. Is reliable and truthful | | | | | |
| 10. Reasonable amount of assertiveness | | | | | |
| *Total Relationship Score* | | | | | |

| CLASSROOM BEHAVIOR: | Rarely | Occa-sionally | About Half Time | Often | Almost Always |
|---|---|---|---|---|---|
| 1. Alert and interested in schoolwork | | | | | |
| 2. Is self-motivated | | | | | |
| 3. Perseveres in activities appropriate length of time | | | | | |
| 4. Shows curiosity | | | | | |
| 5. Makes decisions thoughtfully | | | | | |
| 6. Contributes to discussions | | | | | |
| 7. Able to work independently | | | | | |
| 8. Follows classroom procedures | | | | | |
| 9. Adequate attention span | | | | | |
| 10. Ready to begin lessons when introduced by teacher | | | | | |
| *Total Classroom Behavior Score* | | | | | |

Comments: _____

### 3. *Student Anxiety Checklist*

An anxiety condition may be sudden or gradual and sometimes related to a particular incident or time of stress. If the anxiety is very severe it can be incapacitating and interfere with normal social and school functioning. Anxiety may be generalized to a variety of situations or appear only in specific situations. It is of most concern when the anxiety is *excessive or unrealistic* and seems to extend over a long period of time.

Teachers with students who consistently appear overanxious should try to determine if the students' perceptions are indeed unrealistic. If there are logical grounds for a student's concern, or only a few signs, it will be easier for the teacher to deal with. If the student has problems over a period of time, and measures taken by the teacher do not seem to work, specific areas of concern might be discussed with the family. Some type of assistance should be provided to the student and the family as well.

## STUDENT ANXIETY CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ☐ Excessive and unrealistic concern about ability to do well in school.
- ☐ Excessive and unrealistic concern about being accepted by peers, and being included in social activities.
- ☐ Excessive and unrealistic feelings about inability to perform in sports.
- ☐ Excessive and unrealistic dwelling on past events, worry that they should have done something differently.
- ☐ Excessive and unrealistic worry about what will happen in the future such as failing in school, becoming ill, missing an appointment.
- ☐ Extreme self-consciousness.
- ☐ Spends a lot of time inquiring about discomforts and possible dangers in situations.
- ☐ Need for a great deal of reassurance that things are okay.
- ☐ Extreme feelings of tension and inability to relax. May have nervous habits such as biting nails, tapping fingers.
- ☐ Physical complaints, such as headaches, backaches or lump in throat, with no medical basis.
- ☐ May have trouble falling asleep.
- ☐ May refuse to attend school because it provokes anxiety.
- ☐ May be a "perfectionist"; nothing they do is quite good enough.
- ☐ Student is most anxious in a stressful situation.

Comments: _____

_____

_____

_____

_____

_____

_____

### 4. *Avoidant Behaviors Checklist*

Some students, particularly in the early grades, are naturally shy. Given a chance to get used to the teacher and their schoolmates, they tend to adjust well, although some may remain more passive than others. On the other hand, there are some students whose problems in making contact with unfamiliar persons are so extreme, they interfere with both social and school functioning. *Generally such students do fine with family and friends they know well.*

***Instructions:***

Signs of avoidant behavior are listed on the ***Avoidant Behaviors Checklist.*** If the behaviors persist over a period of an entire semester (up to six months) the student will likely need specialized intervention and should be referred for such help. The teacher can work on self-esteem and assertiveness activities with the entire class and be sure the student who has this condition participates as much as possible. Students should not be singled out in front of the group when they are having difficulty with active involvement.

Use the ***Avoidant Behaviors Checklist*** for at least two observations.

## AVOIDANT BEHAVIORS CHECKLIST

Student Name: _____ Class: _____ Date: _____

Observation Date ①: _____ Observation Date ②: _____

| ① | ② | |
|---|---|---|
| ☐ | ☐ | Appears socially withdrawn. |
| ☐ | ☐ | Easily embarrassed. |
| ☐ | ☐ | Very timid in the company of unfamiliar people. |
| ☐ | ☐ | Becomes overanxious when requested to interact with strangers. |
| ☐ | ☐ | May find it difficult to speak when very anxious. |
| ☐ | ☐ | Student is generally very unassertive. |
| ☐ | ☐ | Student lacks self-confidence. |
| ☐ | ☐ | May not have age appropriate social skills. |
| ☐ | ☐ | Finds it difficult to make social contacts beyond the family. |
| ☐ | ☐ | May feel isolated and depressed. |
| ☐ | ☐ | May be associated with anxiety disorder. |



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### 5. *Defiant Behaviors Checklist*

A more formal term for defiant behavior is "oppositional defiant disorder" which includes a constellation of negative, hostile and defiant behaviors. Such students have problems with self-control, obedience and hostility on a frequent basis. *Defiant behaviors* differ from "conduct disorders" in which the physical properties and rights of others are consistently violated.

Consistently defiant behaviors can interfere with classroom activities and regulation; it is important for the teacher to isolate the behaviors, see where, when and, if possible, why they occur. If there is a pattern in which the behaviors seem to be triggered by certain situations, or individuals, the teacher might be able to make some adjustments to prevent further incidents from occurring. If the situation cannot be handled readily, a school support team or consultant may, with the information provided by the teacher, be able to implement a helpful classroom strategy.

***Instructions:***

The student may show the behaviors on the ***Defiant Behaviors Checklist*** from a mild to a severe degree. The checklist provides three columns to allow the teacher to rate the student several times using different colored pencils to see if patterns change in any way. The severity of the problem will depend on the severity and frequency of the behaviors.

There may be times when generally well behaved students show some of these behaviors to a mild degree.

## DEFIANT BEHAVIORS CHECKLIST

Student Name: _____ Class: _____ Date: _____

| MILD | MODERATE | SEVERE | BEHAVIORS OBSERVED |
|---|---|---|---|
| ❑ | ❑ | ❑ | ***Readily loses temper*** • Does so without much provocation. |
| ❑ | ❑ | ❑ | ***Easily gets into arguments*** • Not tolerant of opinions of others. Wants things own way. Will not listen to rational discussion. |
| ❑ | ❑ | ❑ | ***Disobeys requests and commands*** • Fails to respond within a reasonable time after command is given. |
| ❑ | ❑ | ❑ | ***Defies authority*** • Talks back to parents and teacher. |
| ❑ | ❑ | ❑ | ***Does not follow rules/regulations*** • Does not follow previously announced or learned rules. |
| ❑ | ❑ | ❑ | ***Deliberately does annoying things*** • Very provocative. Starts trouble between other students; bothers others. May curse, swear more than peers. |
| ❑ | ❑ | ❑ | ***Blames others for own mistakes*** • Difficulty is the fault of others. Will not accept responsibility for actions. |
| ❑ | ❑ | ❑ | ***Often angry and resentful*** • Feels put upon when requests are made. Feels others have it better. |
| ❑ | ❑ | ❑ | ***Touchy, easily annoyed*** • May whine, complain without much cause. Readily becomes hostile. |
| ❑ | ❑ | ❑ | ***Spiteful and vindictive*** • Wants to get back at anyone who provokes them. Does nasty, mean things. Humiliates, teases other students. |



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### 6. *Conduct Problems Checklist*

This checklist addresses conduct problems as a persistent pattern of misdeeds in which the basic rights of others and the rules and norms of society are violated with resulting harm to others. The misdeeds may take place in the home, at school, with peers or in the community. The ***Conduct Problems Checklist*** includes the major signs of this disorder. Behaviors may vary from mild to so severe that the student may not be allowed to participate in a regular classroom or live at home. The student may engage in the listed behaviors as part of a "gang" or alone.

***Instructions:***

Check major areas according to severity and indicate specific behaviors. If necessary write in other behaviors. If problems persist and normal classroom procedures do not produce a positive change, the teacher should discuss the specific behaviors, their frequency and situations where they are most likely to occur, with a specialist in this area.

*It is not appropriate to label a student as having a conduct problem when instances of antisocial behavior are isolated or infrequent.*

## CONDUCT PROBLEMS CHECKLIST

Student Name: _____ Class: _____ Date: _____

| MILD | MODERATE | SEVERE | BEHAVIORS OBSERVED |
|---|---|---|---|
| ❑ | ❑ | ❑ | ***Physical aggression*** |
| | | | • Starts fights with others |
| | | | • Hurts other people |
| | | | • Is cruel to animals |
| | | | • Deliberately damages property of others (breaks, burns) |
| | | | • Forces others into sexual activity |
| ❑ | ❑ | ❑ | ***Stealing • with victim present*** |
| | | | • Snatches pocketbooks |
| | | | • Uses force to obtain property of others |
| | | | • Uses weapons - knife, gun |
| | | | • Blackmail |
| ❑ | ❑ | ❑ | ***Stealing • without victim present*** |
| | | | • Takes things that belong to others |
| | | | • Shoplifts |
| | | | • Forges names on documents |
| | | | • Burglarizes homes |
| | | | • Steals cars |
| ❑ | ❑ | ❑ | ***School problems*** |
| | | | • Is truant from school |
| | | | • Lies and cheats in games or schoolwork |
| | | | • Places blame for misdeeds on others |
| ❑ | ❑ | ❑ | ***Other features*** |
| | | | • Frequent use of tobacco, alcohol, drugs |
| | | | • No guilt, remorse or concern for feelings of others |
| | | | • Poor frustration tolerance, irritable, temper outbursts |
| | | | • Stays away from home overnight |



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## 7. *Student Self-Attitude Checklist (Student Depression)*

The purpose of the ***Student Self-Attitude Checklist*** is to ascertain, from selected students, how they feel about themselves. It may be used when the teacher has a suspicion something is causing the student to be depressed, but the teacher is unsure and the student may have a hard time putting feelings into words.

Depression may be demonstrated through signs of negligence and withdrawal, or acting out behaviors. These behaviors would be clearly different from those shown previously by the student. For example changes in eating and sleeping patterns and mood. Students appear sad, unhappy about the way things are going, do not feel well and have less ability to make decisions and solve problems. In general they do not feel positive about themselves.

Some acting out behaviors include: increasing alcohol or other drug use, increasing school problems and truancy, fighting, taking risks, rejecting friends and family, and sometimes running away from home. Generally students become negative, antisocial and oversensitive.

At the extreme are students who feel so bad about themselves they are at risk for suicide. They really feel a sense of hopelessness and that life is futile. They may have major mood changes with signs of anxiety, tension and agitation. They have personality changes that are obvious. A polite, outgoing student becomes withdrawn and rude. They have fears and self-destructive thoughts. They may or may not be able to discuss it with family, friends or their teacher.

***Instructions:***

Tell students you are interested in their perceptions of themselves. Ask them to read each row of responses and put a check on the item that best describes how they feel. Use students' responses as a basis for discussion. If students do not check any items it may mean the area does not pertain to them, that they cannot decide, or that it is threatening for them. Stress that this is not a test, but a basis for beginning to deal with some concerns they may have.

## STUDENT SELF-ATTITUDE CHECKLIST

***Instructions to students:***

This is a checklist to find out how you feel about yourself and what is happening to you. Read each row of statements and check the block that best describes how you feel as you read it.

| | | | |
|---|---|---|---|
| 1. | I feel unhappy all of the time. ☐ | I have the blues a lot and it really bothers me sometimes. ☐ | I am sometimes sad but I can snap out of it fast. ☐ |
| 2. | I make decisions pretty well. ☐ | Decisions are hard for me to make. ☐ | I can't make any decisions at all. ☐ |
| 3. | I used to care about other people but now I don't care about anyone. ☐ | Most of the time I could care less about other people. ☐ | I care about most of the people that interest me. ☐ |
| 4. | I am at least average socially. ☐ | I am a complete social failure. ☐ | Very few people want to socialize with me. ☐ |
| 5. | I really hate myself. ☐ | I dislike many things about myself. ☐ | I like myself most of the time. ☐ |
| 6. | I am about as worthy as most decent people. ☐ | I feel guilty all of the time about everything. ☐ | I feel guilty a lot of the time. ☐ |
| 7. | I can't get myself to do any work. ☐ | I have a hard time starting and staying with an assignment. ☐ | I am up to working most of the time. ☐ |
| 8. | I tire easily for no special reason. ☐ | I am exhausted all of the time. ☐ | My energy level is pretty good. ☐ |
| 9. | I have completely lost my appetite; the thought of food makes me ill. ☐ | My appetite is pretty good. ☐ | A lot of the time I just don't feel like eating. ☐ |
| 10. | Most students are better looking than I am. ☐ | I am satisfied with the way I look. ☐ | I am very ugly and unappealing to other students. ☐ |
| 11. | I have seriously thought about suicide recently. ☐ | Even with some problems I would rather be alive than dead. ☐ | Sometimes I think other people would like it if I left this earth. ☐ |
| 12. | If I work at it I can do pretty well in my classwork. ☐ | I only feel good about a few things in school. ☐ | I am a complete failure in school. ☐ |
| 13. | I will never amount to anything in the future. ☐ | I think I should be okay when I leave school. ☐ | I don't have much hope about doing well in life. ☐ |
| 14. | There are many problems in the world to solve. ☐ | I have little hope for the future of this earth. ☐ | There are lots of good things happening all around us. ☐ |

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## A GUIDE TO DETERMINING THE EXTENT OF STUDENT DEPRESSION

***Instructions to teacher:*** Use this overlay. Add numbers to help judge responses.

14 • This student, *according to the self-report*, feels pretty good about himself or herself.
14 to 21 • Some incipient problems.
22 to 28 • Start observing this student carefully.
29 to 42 • Definite referral to school support team.

| | | | |
|---|---|---|---|
| 1. | 3 | 2 | 1 |
| 2. | 1 | 2 | 3 |
| 3. | 3 | 2 | 1 |
| 4. | 1 | 3 | 2 |
| 5. | 3 | 2 | 1 |
| 6. | 1 | 3 | 2 |
| 7. | 3 | 2 | 1 |
| 8. | 2 | 3 | 1 |
| 9. | 3 | 1 | 2 |
| 10. | 2 | 1 | 3 |
| 11. | 3 | 1 | 2 |
| 12. | 1 | 2 | 3 |
| 13. | 3 | 1 | 2 |
| 14. | 2 | 3 | 1 |



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## 8. *Potential School Dropout Indicators*

A school dropout is a student who is physically and mentally able to attend and participate in school, but leaves the school system and does not transfer to another educational program. The ***Potential School Dropout Indicators Checklist*** includes a variety of signs of problems that could indicate if students are likely to become dropouts.

Indicators may include academic or school difficulty, adjustment in school, home or community, family problems and interpersonal problems. Problems may be interrelated, so assistance provided in one area can carry over to another. The first step toward prevention is recognizing the danger signs. It is also important to provide assistance and special help with a positive attitude and respect for the student. School should be interesting, meaningful and comfortable. The student should be involved in decision making processes, especially those that involve his or her future.

***Instructions:***

Review each item and check those that apply to the student you are assessing. Also review other ***Teacher Alert System*** checklists that include any of the checked behaviors to rule out other problems. Many of the items on this checklist have other causes which should be addressed. Generally a variety of problems which in combination are distressing to a student lead to dropout.

## POTENTIAL SCHOOL "DROPOUT" INDICATORS

Student Name: _____ Class: _____ Date: _____

- ☐ Poor grades in general
- ☐ Signs of learning disability
- ☐ Low reading scores
- ☐ Low math scores
- ☐ Speech-language problems
- ☐ Frequently late or absent
- ☐ Signs of boredom or disinterest in school
- ☐ Inability to tolerate structured activities
- ☐ Repeating a grade (older than classmates)
- ☐ Poor social adjustment
- ☐ Lack of responsibility for self/others
- ☐ Health problems
- ☐ Emotional immaturity
- ☐ Emotional disturbance
- ☐ Disciplinary record (in school or community)
- ☐ Problem with delinquency, prostitution
- ☐ Homework frequently incomplete
- ☐ Family has financial problems
- ☐ History of dropouts in family
- ☐ One/both parents frequently absent from home
- ☐ Has moved/changed schools frequently
- ☐ Poor communication between home and school
- ☐ Emotionally neglected
- ☐ Abused physically or sexually
- ☐ Rebellious toward authority
- ☐ Friends who are anti-school
- ☐ Problems with drinking or drugs
- ☐ Poor attitude toward value of education
- ☐ Little interest in future vocation
- ☐ Poor self-concept
- ☐ Poor relationships with authority figures
- ☐ Poor relationships with peers
- ☐ Not accepted/teased by peers



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### 9. *Risk of Suicide*

If the student checks "I have seriously thought about suicide lately" or "Sometimes I think other people would like it if I left this earth" on the ***Student Self-Attitude Checklist***, or otherwise indicate signs of severe depression, the teacher should be alerted. Suicide among adolescents is not unknown. Even if the student's response appears overly dramatic, it indicates negative self-feelings. If several items on the following checklist describe a student, it could indicate some cause for concern.

It is suggested that issues such as suicide be a topic of discussion at school support team meetings; when a particular student seems "at risk" intervention can be immediate.

It is important to note that individually such behaviors as "anxiety" or "acting out behaviors" may not indicate a risk for suicide. In fact, they appear in other *combinations* on other checklists. Such behaviors in combination with others on the ***Risk of Suicide Checklist*** may indeed indicate a risk.

## RISK OF SUICIDE
## CHECKLIST

Student Name: _____ Class: _____ Date: _____

- ☐ Personality changes - becoming withdrawn, rebellious, rude or acting out.
- ☐ Self destructive actions or statements.
- ☐ Extreme anxiety, tension or agitation.
- ☐ Expression of depression, hopelessness, helplessness, sadness.
- ☐ Loss of interest in personal appearance.
- ☐ Swings in mood or appetite (decreased appetite).
- ☐ Impulsiveness.
- ☐ Avoidance of friends and activities formerly enjoyed.
- ☐ Preoccupation with thoughts of death or illness.
- ☐ Putting affairs in order, makes a will, gives away prized possessions.
- ☐ Threatens suicide or talks about means of committing suicide.
- ☐ Actually attempts suicide.

***Have any of the following occurred recently in the student's life:***

- ☐ Loss of a loved one, family member or friend.
- ☐ Parental separation or divorce.
- ☐ Breakup of a boy/girl friend relationship.
- ☐ School problem, social or academic.
- ☐ Difficulties with a parent or family member.
- ☐ Poor health.
- ☐ Abuse or neglect.
- ☐ Trouble with the law.

## A. TEACHER ANALYSIS OF BEHAVIORAL SYMPTOMS (TABS)

Whether the teacher plans to address students' problems in the classroom or make a referral for outside intervention, it is important that relevant information be available. The purpose of ***TABS*** is to provide the teacher with a format to record this information, and in so doing, see what beginning solutions might be offered in the classroom.

Student: _____ Dates Covered: _____

Briefly describe behavior causing immediate difficulty: _____

Describe out of school conditions (Family circumstances, stressful events, etc.) that may be contributing to the problem: _____

What class/school problems exist (Change in school/class, problem with classmates, etc.): _____

Outline the history of presenting problem: _____

- When was target behavior first noticed? _____
- Is it (same) (worse) (better) at current time? _____

## TEACHER ANALYSIS OF BEHAVIORAL SYMPTOMS (TABS)

When are incidents more likely to occur and under what conditions/circumstances?

- Time of day _____
- Time of week _____
- Time of month _____
- During change in routine _____
- Change in physical property of room _____
- Other _____

_____

Where are incidents most likely to occur?

- Home _____
- School • In class _____
  - Outdoor play _____
  - Other _____
- Subject _____

_____

What are characteristics of the environment that seem to affect the student?

- Noise _____
- Lighting _____
- Temperature _____
- Other _____

_____

Who is usually involved when the problem occurs?

- Staff _____
- Other students _____
- Family members _____
- Strangers _____
- Other _____

_____



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## TEACHER ANALYSIS OF BEHAVIORAL SYMPTOMS (TABS)

Pattern of behavior:

- How often does it occur (frequency per day, week, month)? _____
- Describe the onset - begins suddenly or gradually builds up, etc. _____
- How long does it last - duration? _____
- How severe is it? _____

Assessments that have been made: _____

What would you accept as a step toward improvement? _____

What seems to change behavior?

- Does it seem to come and go spontaneously? _____
- Do other students act as a catalyst? _____
- Other: _____

Teacher effort • List procedures that have been tried: _____

## B. TEACHER PLANNING CHART

The ***Teacher Planning Chart*** gives the teacher a format for focusing on behaviors or skills that need to be improved. It includes: (a) a place for various areas to be addressed which correspond to those in the ***Teacher Alert System,*** (b) the specific behaviors that need change which correspond to the items within the assessment tools, and (c) evaluation which corresponds to the procedure for scoring various assessments.

Student: _____ Birthdate: _____ Dates Covered: _____

| Area | Target Behaviors | Evaluation |
|---|---|---|
| | | |
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## C. STUDENT REFERRAL FORM

Referred to: _____ Date: _____

Referred by: School: _____

Staff Member: _____ Position: _____

Referred Student: Name: _____ Birthdate: _____

Reason for referral: _____

Assessments available: _____

Interdisciplinary attempts to resolve problems: _____

Objectives for the referral: _____



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